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# Education of the Young Child



# Education of the Young Child

## *A Nursery School Manual*

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WITH THE COLLABORATION OF

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1942

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## FOREWORD

The nursery school is so called because it attempts to combine for young children the social functions of the nursery and the school. Even at the earlier preschool ages, we no longer feel that we can separate the responsibilities of child care and child training, for those who take care of children do inevitably teach them, and those who teach them must in a true sense care for them if the teaching is to be effective.

Few tasks in education are more important or more exacting than the adequate preparation of persons who are to work with young children. To them must be communicated not merely flexibly adaptive procedures, but also, underlying these techniques of management, a sympathetic understanding of the child as a growing individual. In "The Education of the Young Child" Dr. Landreth has brought together not merely the results of her own experience as a teacher and director of nursery schools, but also the pertinent backgrounds of psychology and home economics. Parents as well as teachers will find in these pages a clear and competent discussion of the nursery school in its most recent aspects, and of the nursery school child.

HAROLD E. JONES  
*Director of the Institute of  
Child Welfare  
University of California*





## PREFACE

The young child has basic needs for his normal development beyond those of shelter, food, and clothing. Under present conditions of urban living many homes cannot satisfy these needs. This has led to the establishment of a variety of institutions offering care or play facilities for young children. Widely different standards prevail in these institutions. The lack of generally accepted standards, though encouraging flexibility, is not without an element of danger to the welfare of the children. It also creates confusion in the minds of the general public concerning the need for and purpose of child care or play facilities.

In this book I have attempted to formulate not only the needs of the young child but also the means of meeting them. The subject matter—educational philosophy and research findings—on which a nursery school teacher draws is presented in such a way that a teacher in any type of institution for young children may adapt it to her use. Educational objectives are defined, and flexible methods of meeting them discussed and illustrated with case material. A brief summary of some of the research findings basic to the discussion of objectives and procedures is included in the appendix. Working assignments are suggested to follow class presentation of each chapter, so that subject matter and nursery school experience may be integrated to offer the student-teacher graded progressive experience in developing insight and skill in working with young children.

This book was originally conceived as a manual for the training of nursery school teachers. I hope that it will also be of interest to parents and to all persons working with young children, as well as to administrators desiring a general understanding of nursery school organization and objectives.

I am indebted to Mrs. Katherine H. Read, with whom I discussed the outline and form of the book, for her contribution of the original draft of Chapters IX and X and part of Chapter

VI. Without the encouragement of her interest and enthusiasm, it is doubtful whether the book would ever have materialized.

I am grateful to Dr. Harold E. Jones for his reading of the entire manuscript, his many helpful suggestions, and his contribution of the majority of the photographic illustrations; to Dr. Herbert S. Conrad for his reading of the original draft; to Dr. Grace Langdon for her verification of facts concerning the W.P.A. nursery schools; to Mr. Douglas McGowan for his reading of Chapter XI; and to Mrs. Elizabeth Case for her contribution of information concerning the provisions for physical care of children in the Campbell W.P.A. nursery school. I must also thank Miss Jessie Stanton, Mrs. Sara W. Prentiss, Miss Katherine Reeves, and Mrs. Esther Born for the use of photographs of nursery school buildings and equipment.

To coworkers and students over a period of years I am indebted for the stimulation of friendly controversy, and to some hundreds of young children in New Zealand and the United States for the greater part of whatever understanding I may have of young children. Finally, to my mother I am indebted for the development of the philosophy of education implicit in the content of this book.

BERKELEY, CALIFORNIA  
*August, 1942*

C. L.

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PART I

NURSERY SCHOOLS, THEIR ORIGIN,  
ORGANIZATION, FUNCTION, AND  
ADMINISTRATION





## II

### NURSERY SCHOOLS IN THE UNITED STATES:

#### Their Origin, Organization, and Function

*How long have nursery schools been in existence in the United States?*

*What were the immediate needs which led to the establishment of nursery schools in the United States?*

*What percentage of preschool children in the United States are enrolled in nursery school?*

*Are there general requirements which all nursery schools should meet, regardless of the specific requirements of particular groups of children and parents?*

*What would seem the most feasible means of expanding present nursery school facilities to take care of all pre-school children in need of such facilities?*

As the year opened in 1942 there were in existence in the United States many institutions for the organized care of young children outside their homes. These were variously called nursery schools, play centers, play groups, day nurseries, child development groups, and child care centers. They operated three to twenty-four hours five or seven days a week. Some were staffed by college graduates with professional training in the care and education of young children, some by individuals with a grammar school education and no professional training. The children were drawn from the homes of indigent parents, working mothers, families in migrant camps, housing projects, or crowded urban areas, or families in the higher income groups who had only one or two children, and no neighborhood facilities for their active play and association with other children. The services these institutions offered were either free or at a fee so high that only a small percentage of parents could afford to pay it.

The institutions were variously sponsored by W.P.A. family life education projects,\* W.P.A. recreation projects, Farm Security Association projects, state departments of social welfare, local philanthropic organizations, research centers, universities and colleges, adult education projects, housing projects, groups of parents, women's penitentiaries, or individuals operating them for income. Some met standards and came under the supervision of a national or state organization, some operated as they saw fit, without even public health supervision. Objectives varied from keeping young children safe and "dry" for a prescribed number of hours for a prescribed fee to offering them recreational facilities, or promoting the physical, mental, and social development of each child in the school.

To appraise such a situation and resolve the problems it presents, it is helpful to view it in the perspective of its historical development. In the review the development of day nurseries is omitted, because of their greater age range of children cared for, and their emphasis on custodial care rather than on education.

#### EARLY INTEREST IN THE EDUCATION OF YOUNG CHILDREN

The organized care and education of young children outside the home is not a modern idea. It was proposed by Plato in *The Republic* and found practical expression in the ludus or play space provided by the Romans for their young children. More recently, during the seventeenth to nineteenth centuries, Comenius, Rousseau, Pestalozzi, and Owen envisioned schools of early childhood as one means of improving social conditions. Although the guiding principles and methods advocated by these reformers were colored by their philosophical and religious beliefs, some of them are still represented in the educational program of today's nursery schools. For example, Comenius' emphasis on health care and training, his suggestions for making the child's world intelligible to him, and his curriculum based on the child's everyday experiences and interest in what he saw around him are accepted tenets of modern nursery

\* W.P.A. nursery school projects are operated by the W.P.A., sponsored by the state department of education.

school education. Rousseau's insistence that children are not little adults and that a character should be studied before it is cultivated foreshadowed the use of controlled observational methods in investigating the development and behavior of nursery school children. Pestalozzi's description of development as a "process of unfolding" now has a measure of experimental justification in recent studies on maturation. His conclusion that the impressions of things should precede verbal instruction is implicit in the arrangements made for first-hand experiences for children in nursery schools today.

#### SOCIAL AND ECONOMIC NEEDS LEADING TO THE ESTABLISHMENT OF NURSERY SCHOOLS IN OTHER COUNTRIES

Although philosophy and methods of early childhood education were foreshadowed as early as the Greek civilization of 400 B.C., the systematic institution of nursery schools in different countries has arisen out of social and economic needs peculiar to those countries. In Russia, Vera Fediaevsky states the two principal objectives of the USSR crèches, first organized in 1917, as\*

(1) "To liberate woman from the care for her children while she is working or studying and to enable her to take part in the social and political life of the country.

(2) "To give children a Communist educational foundation."

In England, the poor physical condition of recruits for the Boer War focused attention on the need for better physical care of young children and led to the distribution of a circular by the English Board of Education in 1908 proposing the care of preschool children. The first nursery school was established by Rachel and Margaret McMillan in 1909 in Deptford, London, to care for the neglected children of poor parents. In 1918, the Fisher Act provided for nursery schools as part of the school system in districts where parents could not provide adequate care for their preschool children. Like the McMillan school in Deptford, these nursery schools were philanthropic

\* Vera Fediaevsky and Patty Smith Hill, *Nursery School and Parent Education in Soviet Russia*, New York, E. P. Dutton & Company, Inc., 1936. Quoted with permission of publishers.

in purpose, though their educational objectives were well defined.

#### NATIONAL ASSOCIATIONS WHICH STIMULATED INTEREST IN THE WELFARE OF YOUNG CHILDREN IN THE UNITED STATES

Though nursery schools in this country originated because of specific interests and needs, various organizations have played a part in promoting their development and public acceptance. Among these are the *Child Study Association*, which began in 1888 with a group of three mothers, seeking understanding of the problems of parenthood, under the guidance of Dr. Felix Adler. Out of this small group grew the present national association with its many study groups, its monthly publication, *Child Study*, and its sponsorship of programs and movements designed to improve and foster child care and family life. The *National Congress of Parents and Teachers*, organized in 1897, stimulated interest in the needs of children of all ages, as did the *American Association of University Women*, through its surveys and study groups. The American Child Hygiene Association, established in 1909, which later became the *American Child Health Association*, focused attention on the importance of health care during the early years. The *Children's Bureau*, of the United States Department of Labor, established in 1912, accumulated statistics on mortality and morbidity and institutional care of infants and young children. Statistical reports published in the monthly bulletin, *The Child*, and bulletins on child care for parents contributed to the spread of information concerning the care and welfare of young children. The *National Committee for Mental Hygiene*, organized in 1909 for the study of mental health, traced difficulties of prison inmates and juvenile delinquents back to the handling they received in early childhood. Through its publication, *Mental Hygiene*, research findings and reports were presented on factors affecting the mental health of children and adults.

The *Society for Research in Child Development*, which was brought into being in 1933 by the Child Development Committee of the National Research Council, stimulated and integrated research undertaken in different disciplines. Estab-

lished four years earlier, the *National Association for Nursery Education* and the *Association for Childhood Education*, which was reorganized from the International Kindergarten Union, contributed to the raising of standards in nursery school, kindergarten, and primary education.

All these associations high-lighted the importance of the early years in both physical and social development of children. They also indicated a need for their intelligent handling and for the adequate education of individuals, parents, or teachers who were to do such handling. With the development of psycho-analytic theory and an everincreasing body of research on every phase of child welfare and development, the importance of the early years became increasingly strongly established in the minds of professional groups working with young children, and to some extent in the minds of the general public.

#### PURPOSES IN ESTABLISHING NURSERY SCHOOLS IN THE UNITED STATES

##### *Research in Child Development*

In the United States, nursery schools were organized around 1920 to furnish laboratories for the study of normal young children. For this reason, unlike the schools in England, they were not restricted to lower social and economic groups. In fact, with the exception of the University of Minnesota nursery school, whose enrollees in its early years represented a cross-section of the Minneapolis population, children in these experimental nursery schools were drawn largely from homes of college professors and members of other professions.

The institution of several of these schools was made possible through grants from the Laura Spelman Rockefeller Memorial. Typical of such centers were the Institutes of Child Welfare at Columbia University and at the State Universities of Minnesota and California. Each of these originally had as its main laboratory a nursery school for children two to five years of age. Though their interest was primarily in research, university departments of psychology, education, and home economics soon became aware of the laboratory possibilities such schools

offered for their students. This led to the progressive establishment of nursery schools in universities throughout the country.

### *Training in Homemaking*

In 1922, a bequest of a Detroit woman, Elizabeth Merrill Palmer, established a school for teaching homemaking and care of young children to girls in Detroit under the direction of a home economist, Edna Noble White. This school instituted a research and teaching program and attracted undergraduate students from land grant colleges, who substituted a semester's work in Merrill Palmer School for one semester of their four-year degree course. This provision undoubtedly influenced the development of nursery schools associated with home economics departments.

### *Preparental Education in Women's Colleges*

Alumnae demands for a different type of education for women students resulted in the Department of Euthenics opened at Vassar in 1923 and the institution of a nursery school in 1926, established with a view to giving both undergraduates and graduates an opportunity to learn more about children and homemaking. Mills College opened a nursery school in 1927 and the following years saw the gradual establishment of nursery schools in women's colleges throughout the country.

### *Parent Cooperation*

At the University of Chicago, in 1915, a group of wives of faculty members organized a mothers' cooperative association, in which each mother in the group took turns taking care of all the children in the group for some hours each day. The aim here was to provide opportunities both for the children's social play and for the mothers' more effective use of time and effort. Out of this small group of seven mothers there developed a cooperative nursery school with trained staff members as well as parent workers. Affiliation with the university made possible advisory service from faculty members and observation facilities for students. Similar in purpose and function

was the nursery school at Smith, instituted in 1926 by the Institute for the Coordination of Women's Interests.

### *Teacher Training*

In 1922 the Ruggles Street Nursery School was organized with the primary object of training nursery school teachers. Later, nursery schools in the Harriet Johnson School, the National College of Education, and several universities and state teachers' colleges developed teacher training programs as one of their major functions.

### *Supplement to Clinics*

The Play School for Habit Training, opened in 1922 in the North Bennett Street Industrial School of Boston, was the first nursery school to be opened as a supplement to a behavior clinic. Children admitted to this school were referred from a branch of the State Habit Clinic. Four years later, in 1926, the Yale Psycho-Clinic opened a guidance nursery for the observation and guidance of children and their parents. This was an adaptation of the nursery school idea. It had no fixed enrollment, and kept children in school only during the period of re-education.

### *Public Schools*

In 1925 Mrs. Alfred Alschuler demonstrated the possibility of adapting a typical public school environment to the needs of preschool children, through her development of a nursery school in the Franklin Public School in Chicago.

### *Specialized Interests*

A diversity of specialized interests and needs led to the establishment of nursery schools or adaptations of nursery schools in connection with adult education programs, hospitals, women's prisons, societies for the prevention of cruelty to children, national expositions, city parks, and research centers where children were brought in for short periods of time for testing and observation.

### *Private Enterprise*

During the period of 1920 to 1932, gradual increase in nursery schools associated with universities was accompanied by the development of private nursery schools established to meet a demand on the part of mothers for the advantages they felt nursery schools had to offer both to children and to parents.

A survey made by Dr. Mary Dabney Davis of the United States Department of Education in 1932 reported 202 nursery schools on which information had been obtained. By 1936 the number had risen to 285. Of these 77 were used as laboratories in colleges, 53 were philanthropic institutions, 144 were private schools, and 11 were publicly supported as part of an elementary or high school educational program.

### *Relief of Unemployment and Economic Distress*

In October, 1933, the national emergency created by widespread unemployment and economic distress resulted in an announcement from the Federal Emergency Relief Administration which authorized the establishment of Federal Emergency Nursery Schools. Their purpose was to provide employment for unemployed teachers, to foster the physical, mental, and social well-being of young children, and to promote better morale among their parents. This program was guided by an advisory committee composed of representatives from the National Association for Nursery Education, the Association for Childhood Education, the National Council of Parent Education, and the United States Office of Education. The establishment of the schools was directed by local school superintendents. Major problems encountered in this program were those of hastily training staff members and providing buildings and equipment from very meager funds. Training of staff members was undertaken in four ways:

- (1) Demonstration centers, where Federal Emergency staff workers undertook an orientation training course of a few weeks.
- (2) Conferences lasting one day to three or four weeks,



sponsored by state universities or state educational departments.

(3) In-service training, in which the state supervisor of the program spent two or three days in each nursery school guiding and advising the staff.

(4) Workshops and college courses. In some college courses fees were waived for Federal Emergency staff workers.

Ingenuity in coordination of W.P.A. projects and cooperation from local organizations made the furnishing of equipment and supplies possible. Sewing projects provided sheets and towels. Other projects, parents' classes, manual training centers, and local firemen provided the play equipment. The schools were housed for the most part in public school buildings. Health care was provided through contributed services of state, county, or local health departments, aided by such clubs as the Lions, Kiwanis, and Rotary. In some cases, food was supplied locally. In 1940 Dr. Grace Langdon, Director of W.P.A. family life education program, reported that, during the years 1933 to 1940, three hundred thousand children were enrolled in these schools. In 1940, there were fifteen hundred such schools with fifty thousand children enrolled. Housing for more than three-quarters of the nursery schools was provided by public schools, some of which had space available because of a decrease in the elementary school population. The school day was from 8.30 to 3.30, five days a week; the staff, selected from W.P.A. registrants, was drawn from three groups:

(1) Recent college graduates who had not found regular employment.

(2) Unemployed kindergarten and primary teachers.

(3) Married women who for some reason had become wage-earners and who had some training in kindergarten and primary education.

As registrants from these three groups decreased with improved economic conditions, this project was faced with the problem of drawing on W.P.A. registrants with considerably poorer educational background or simply closing down schools for lack of personnel.

### *Nursery Schools in Community Housing Projects*

During the late nineteen thirties, community housing projects made gestures of offering nursery school facilities to young children. In a few of them W.P.A. nursery school programs were operating. In the main the facilities were distinctly gestures, often including nothing more than some outdoor space with the nearest toilet facilities on the second floor, or provisions for nursery school care of forty children in a project where there were twenty or more times that number of pre-school children.

However, a pamphlet "Nursery Education in Housing Projects," published in 1941 by the National Association for Nursery Education, may do much to change these conditions, as it presents a careful analysis of the various factors to be considered in undertaking such projects.

Later federal programs for preschool children were those of the preschool play centers, whose stated objective differed from that of the nursery schools in offering play opportunities for the children without assuming responsibility for their educational guidance, nutrition, and health care. These were established in 1936. A 1940 report on W.P.A. community-recreation programs listed 2714 play centers for children three to six years old. The number of children enrolled was not given.

The Farm Security Administration Program included in its home management section some supervision of the health and care of young children in rural areas. In 1941, nursery schools were established on Farm Security Administration Projects in thirteen states. Staffs for the schools were furnished by the W.P.A. and N.Y.A. programs. Table I, organized from data furnished by the Farm Security Administration office in Washington, D. C., presents the number of schools in each state, and the number of these in migratory camps in 1942.

#### PERCENTAGE OF TWO- TO FIVE-YEAR-OLDS ENROLLED IN NURSERY SCHOOLS IN THE UNITED STATES IN 1940

In 1940, only a small percentage of children between the ages of two and five were enrolled in nursery schools or their various

TABLE 1

NURSERY SCHOOLS ESTABLISHED ON FARM SECURITY ADMINISTRATION PROJECTS\*

States	Number of Nursery Schools	W.P.A. Nursery Schools	Nursery Schools in Migratory Camps
Alabama	3	3	
Arizona	5	3	5
Arkansas	2	2	
California	11	4	11
Florida	5	4	5
Idaho	4	2	4
Iowa	1		
Maryland	1		
Michigan	1	1	
Missouri	10	9	
New Jersey	1	1	
Oregon	5		5
Pennsylvania	1	1	
Texas	7	2	7
Washington	4		4
West Virginia	3	3	
	64	35	41

\* Quoted with permission of Mason Barr, Director, Resettlement Division, United States Department of Agriculture, 1942 data.

adaptations. What this percentage was may be estimated approximately from figures furnished in such reports as those of Dr. Mary Dabney Davis on nursery schools in the United States in 1936, Dr. Grace Langdon on W.P.A. nursery schools in 1940, and the W.P.A. Community Recreation Project on play centers in 1940. The number of children enrolled is set at 50,000 for the W.P.A. nursery schools. Allowing 30 children to a group, which is likely to be an overestimate, the 285 nursery schools in Dr. Davis' report and the 2714 play centers probably represent an enrollment of not more than 90,000 children. During the years 1937 to 1941 the number of live births each year has been in excess of 2,000,000. It is thus safe to assume that around 5 per cent of two- to five-year-olds were enrolled in nursery schools of various types. As, at that time, one-third of all babies were born to families with incomes under \$750, at least one-sixth of all married women were employed,

the average family was 2.2, 56 per cent of the population was urban, and urban housing did not provide for the play activities of little children, it is probably equally safe to assume that the 5 per cent in nursery schools represented only a fraction of the children who were in need of the facilities for play and care which their homes could not offer.

#### STANDARDS OF EDUCATIONAL PROCEDURE AND HEALTH CARE IN NURSERY SCHOOLS IN THE YEAR 1940

Surveys of nursery schools similar to the one sponsored by the White House Conference on Child Health and Protection in 1930 indicated great differences existing in regard to the training and number of staff members, the physical facilities and equipment provided, the length of school day, health care, and educational program in the types of schools investigated.

Apparently all that these schools had in common was that they enrolled children under five years of age. What they did for or with them was left to the judgment and ability of the person in charge, a situation not without its dangers, particularly in the private nursery schools.

#### INCREASED NEED FOR NURSERY SCHOOL FACILITIES RESULTING FROM THE UNITED STATES WAR EFFORTS IN 1941 AND 1942

During 1941 and the early months of 1942 expansion of industries necessary for defense and war production resulted in mass migration of workers with wives and families to production areas. As illustration, in Vallejo, California, the population increased from 30,000 to 80,000 between 1940 and 1942. Trailer camps, shack towns, and other inadequate housing arrangements produced conditions that were particularly unfavorable for the normal development and well-being of children under school age. Menaced by traffic accidents, parents sometimes set up wire fenced enclosures for their small children. During the day the children's activities and noisy play were curbed so that fathers on night shifts could sleep. As women in these areas were urged to accept employment, the situation became more acute. Sometimes small children were locked in automobiles while both parents were at work.

In Washington, D. C., an emergency committee for day care of young children, made up of representatives from various professional groups interested in maintaining standards of child welfare, undertook an investigation of the institutions caring for small children in that city. Some of the conditions they found were surprisingly poor for a country where professional and scientific organizations, a government bureau, and research foundations have promoted the scientific investigation of every aspect of child development and welfare over a period of thirty years.

By March of 1942 various steps had been taken to meet such conditions. A Community Facilities Bill (Public Law 409) made available an original \$150,000,000 and later an additional \$150,000,000 for providing community facilities in recently expanded war industry areas. Communities whose needs for children's day care met the specifications of the bill could request financial assistance from these federal funds for their project. Supervision of such projects was undertaken by the department of education, if operated in connection with the schools, or by the state department of social welfare.

Both the W.P.A. play centers and the W.P.A. nursery schools were brought under the direction of Dr. Grace Langdon, formerly director of the W.P.A. family life education program, thereby unifying the purpose and organization of both. In officially designated defense areas, where there were children of men in the armed forces and of industrial workers definitely engaged in war preparation, W.P.A. funds were made available for child development groups. In order to set up such a group it was required that 75 per cent be children of defense workers. The daily hours of care provided were based on the parents' needs, and a small fee, scaled to workers' salaries, was charged. The elastic provision for adjusting length of day care to the parents' needs led to longer day programs than in the W.P.A. schools for children of low income groups.

The major stumbling block in the effective functioning of these centers was the congressional requirement that all save a negligible percentage of the staff be drawn from the W.P.A. rolls. By 1942 there were very few women on these rolls, and

only a small percentage who met the requirements for nursery school teachers. Moreover, in many of the areas where such groups were most urgently needed, there were no women on the W.P.A. rolls at all. Consequently, although need existed for child development groups, they often could not be set up for lack of personnel. Circuitous means of avoiding this "bottleneck" were the appointment of head teachers, whose salaries were paid by the Farm Security Association or private agencies. In some cases W.P.A. nursery schools used by home economics high school students leaned on student assistance as a source of staff. In Washington, D. C., a training course for volunteer nursery aides, initiated by the Council of Social Agencies and carried out through the cooperation of several interested groups in the community, was developed with the hope that volunteer assistants drawn from registrants for civilian defense might fill the gap. In many communities, surveys, conducted mostly by volunteer assistants, were made of the needs of young children and the means of meeting these needs. A survey in Bridgeport, Connecticut, revealed that 22 per cent of the school children had both parents employed in industry. In the same town a preferential list for employment of married women gave, first, married women with no children, second, married women with children under six, and, third, married women with children over six, so it is possible that the percentage of mothers of young children employed was even higher. In Ohio requests for day care of children increased 125 per cent.

#### THE FUTURE DEVELOPMENT OF INSTITUTIONS FOR THE CARE AND EDUCATIONAL GUIDANCE OF YOUNG CHILDREN OUTSIDE THEIR HOMES

In 1942 prediction as to future developments in the care of young children is difficult because of the many social and economic factors involved and the lack of statistical information as to the needs of preschool children which their homes cannot meet. It is, however, clear that a large percentage of young children need such care and that with increased employment of women in industry and the drafting of married men, the number will be even greater in the future. As federal funds

cannot be relied on to meet entirely the need existing in different states, it would seem necessary that each state bear part of the financial burden of such care particularly as states with increased production have increased state income. However, before funds can be released for such a purpose, existing legislation in regard to age of children for whose education the state will assume responsibility must be modified, so that provision can be made for setting up nursery schools in school districts where there are preschool children whose homes for one reason or another cannot provide them with adequate care. Because of the selection of enrollees, it would seem desirable that such schools operate under some form of joint control by the state departments of social welfare and public health as well as the department of education. Parents should be able to assume some financial responsibility for the food and some of the materials provided.

Such a provision would necessarily call for the defining of standards of education and health care, and the training of staff members. It would also seem to pave the way for compulsory registration of private nursery schools and to lead to their complying with minimum standards required by the department of public health.

Children of working mothers or needy or poorly housed parents are, however, not the only members of the young child population in need of facilities which their homes do not or cannot provide. Active outdoor play, association with other children their own age, and opportunity for creative expression are denied to a large percentage of only children or children in small families in urban areas. Private nursery school fees are too high for many of these parents' incomes. For this group probably the best immediate solution under 1942 conditions is parents' cooperative backyard play groups, or parents' cooperative arrangements for sharing the supervision of small groups of four or five of their children on community playgrounds. In crowded urban or residential areas the setting aside and equipping of playgrounds for small children would provide the opportunity for active play lacking in microscopic home yards or city parks. Some registration of children and

parents using these facilities and some supervision by public health departments should minimize dangers of exposure to communicable disease. Children would have the advantage of active play, association with other children, and adult supervision of their activities in a place near their own homes. Mothers would handle a group of family proportions for whom they assumed undivided responsibility one morning a week. An adult education program designed to meet their needs for further education in child care and guidance would help them to make the most of their undertaking. These small informal groups might be experimented with as a substitute for cooperative nursery schools caring for fifteen, twenty, or more children, because the cooperative nursery school, though seeming to present many advantages, is actually a far from simple undertaking. In theory, it has a low operating cost due to mothers giving service one or more mornings a week; it presents educational possibilities for the mothers, as they "learn by doing"; it gives mothers, often comparatively isolated in their homes, a more social setting in which to carry on one of their homemaking functions of caring for and educating their young children; and it develops a cooperative community spirit often lacking in the impersonal contacts of urban life.

The difficulties, however, are in getting effective and competent leadership needed for an undertaking of these proportions, and in establishing some sort of adequate training procedure which fits the mothers for capable handling of a group of children, a situation different from taking care of one or two children in a home. Then there is the problem of how much information can and should be obtained in regard to home experiences of the children. Necessary though this may be for understanding and wise handling of individual children, personal information shared by neighbors and social associates presents obvious difficulties. Constant change of adults in charge and the more or less traumatic situation a two-year-old is confronted with when *his* mother gives equal care and thought to twelve or fifteen other children may present major difficulties for some children. Then there are the



minor problems of irregularity of parent service due to sickness of child or husband or to other family emergencies.

Though there are no statistics on the staffing of cooperatives, the majority of the better-known ones employ at least one trained teacher. Given a teacher with excellent personal qualifications and training for work with young children, with the human understanding, tact, and humor necessary for making the mother's experience both profitable and happy, and with some other source of income to supplement the modest salary that cooperatives can generally afford to pay, a cooperative school, led by an active and effective committee of mothers, may function very successfully. The conditions described, however, are not frequently found.

#### GENERAL REQUIREMENTS FOR INSTITUTIONS CARING FOR YOUNG CHILDREN

In the absence of any general certification or supervision of nursery schools, it would seem obvious, if at present *ex cathedra*, that any institution concerned with the care and training of young children should furnish the best possible environment its resources permit for the physical, mental, and social development of each child enrolled.

As it is the function of the nursery school to complement rather than substitute for the home, the degree and type of responsibility a nursery school should assume for the physical, mental, and social development of the children will depend upon the amount of responsibility the home is able to assume. For children in relief groups, physical care may well include immunizations, noonday meals, afternoon naps, and even some medical treatment; whereas in upper socio-economic groups, where children are under the care of a family doctor or pediatrician, none of these services may be needed.

It becomes, then, a major function of a nursery school administrator to determine what needs of the children in her particular group the school should meet that the home is unable to provide. This involves a knowledge on her part not only of the development of young children but also of the resources of the homes and the community which the school

serves. It calls, too, for considerable ingenuity in adapting the resources of the school to meet these needs. How this may be accomplished is discussed in succeeding chapters.

#### ASSIGNMENT

How many children between the ages of two and five are there in your community?

How many nursery schools associated with educational institutions, private nursery schools, W.P.A. projects, day nurseries, and philanthropic institutions for the care of young children are there in your community?

What is the enrollment and what is the length of school day in each type of nursery school?

What children's needs which their homes are unable to provide should be met by the nursery school you are working in?

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## II

### HOUSING AND EQUIPPING THE NURSERY SCHOOL

*What general considerations should govern the planning and equipping of any nursery school?*

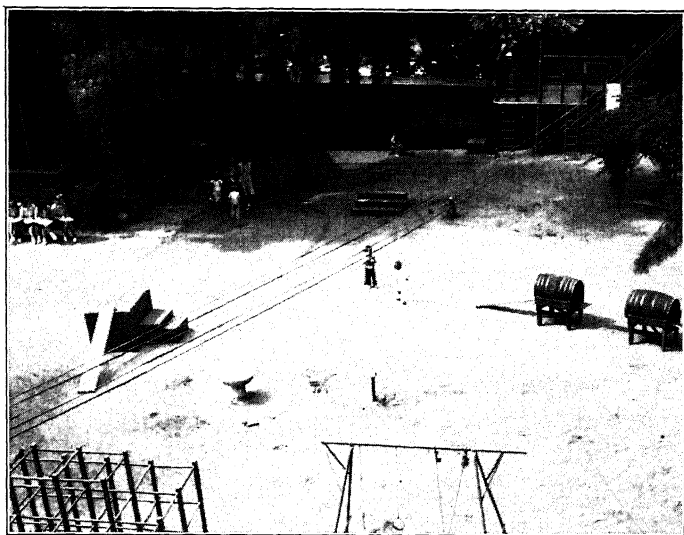
*What fundamental differences are there in the plan and equipment of nursery schools versus elementary schools or homes?*

#### *The Function of Nursery School Building and Equipment*

Building and equipment for a group of young children in a nursery school mean more than playthings and shelter; they are an integral part of the educational program of the school, determining to a large extent not only what can be done in the way of providing educational opportunities for the children but also the number of staff members required for carrying out the program. For this reason, buildings and equipment assume an importance only slightly less than that of the staff personnel. Young children learn by first-hand experiences. The type of experiences they have in a nursery school depends largely on the equipment and facilities the school offers and the way in which these are made available to the children.

Although the educational value children receive from these experiences is undoubtedly greatly affected by the ability of the teacher in charge, no degree of teaching ability can compensate adequately for a dearth of raw material and an awkwardly planned building which limits the range of the teacher's supervision.

Every nursery school presents its own problems in terms of climate of the locality, number and characteristics of children enrolled, length of school day, number and training of staff available, the use made of the school for observation purposes, and, finally, the amount of capital available either for establishing a new building or remodeling an old one. Nevertheless,



*University of California.*

### The Nursery School Yard.

Large stationary equipment and planting around the borders of the yard, open front shelter for small equipment, central open space for running and use of wheel toys.

there are some general considerations which should govern the planning and equipping of any nursery school. These are:

### *Adequate Outdoor Space*

Exposures and ground surfaces provided in some nursery schools indicate that outdoor facilities were more or less secondary considerations when site of building was considered. As it is desirable to keep children outdoors as much as possible, particularly in mild climates, the nursery school should logically be planned from the outside in, rather than the inside out. For this reason, outdoor space should provide an unobstructed southern exposure, non-abrasive ground surfacing with good drainage, shade from low trees or arbors, flat paved space for wheel toys, child-proof fencing and gates, and such landscaping and planting around the margins as give the yard a garden character. The choice of ground surfacing is limited to grass, tanbark, adobe, asphalt, paving slab, or some type of wood boarding. In making a selection, the following points are worth considering: Grass is unsatisfactory in wet weather; tanbark is expensive and washes off slopes; asphalt is dangerous under climbing equipment and heats up in summer; wooden boarding is expensive and not practical in some climates. Adobe, which has proved very satisfactory in Western nursery schools, is somewhat drab in appearance, unless offset by color in the equipment and planting. Often, the best solution is a combination of surfaces, permitting use of the yard in different weathers.

### *Yard Equipment Which Encourages Development of Different Levels and Types of Motor Skill*

In the discussion of motor development in Chapter VIII, simple equipment designed to foster this development is suggested. Its arrangement round the borders of the yard leaves a large free space for running and the use of wheel toys, and facilitates supervision and observation.

### *Easily Accessible and Functional Storage Shelter for Toys and Yard Equipment Affected by the Weather*

An open or roll-up front permits easy access and good light and ventilation. Storing equipment in building basements may

involve twenty to thirty minutes' work each time it is brought out and put away and may add to the operating expense if a janitor gives this service, or divert the teacher's energies from child guidance to manual labor.

### *Some Provision for Water Play*

To an adult, water may mean merely washing and drinking. To a child, it means at least washing, drinking, and play.



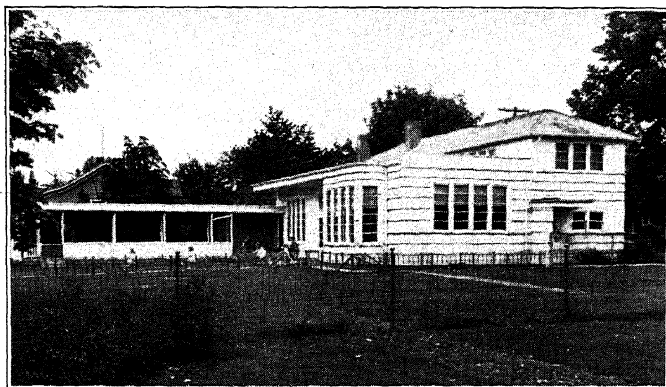
*University of California.*

To the young child water means play.

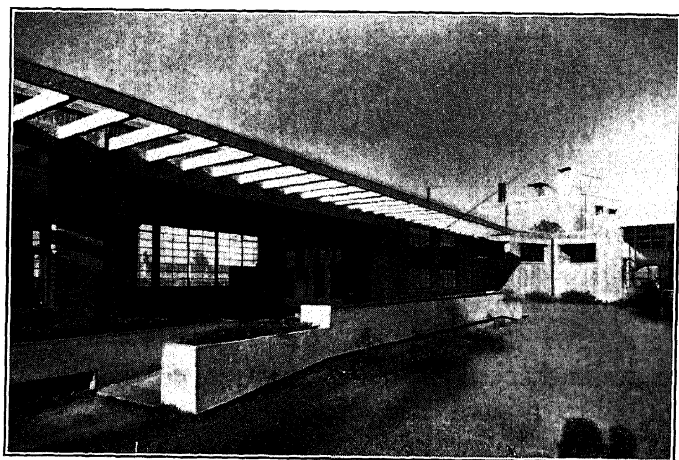
Where no provision is made for water play, children are likely to make shift with the washing and drinking arrangements, flooding the bathroom and stopping up the drinking fountain. In addition to a pool for summer wading, preferably deep enough at one end for the older children to swim, and a hose and sprinkler for summer play, an enclosed pool where children can float their boats, and watering cans for the garden give a substitute for the total immersion of warmer weather.

### *Play Shelter Which Provides Both Semi- and Complete Shelter*

Semi-shelter without heat is necessary for days when there is some rain, but when the temperature is still mild enough for the children to have vigorous play under shelter. Where it is



*Oregon State College.*



*School Home for Small Children.  
Balbuena, Mexico.*

The nursery school building provides semi- and complete shelter.



climatically and architecturally possible, one building which meets both requirements by means of sliding doors or some arrangement which converts a closed into a semi-open building effects a saving both in buildings and equipment. Where the winter climate is so severe that such an arrangement is not feasible, semi-shelter is still necessary, as in this climate children are likely to be under constant constraint in their homes to be quiet and more or less sedentary in their activities. "The Modern Nursery School," by Douglas Haskell in the March, 1938, *Architectural Record*, presents plans and photographs of different arrangements of semi- and complete shelter used in different climates.

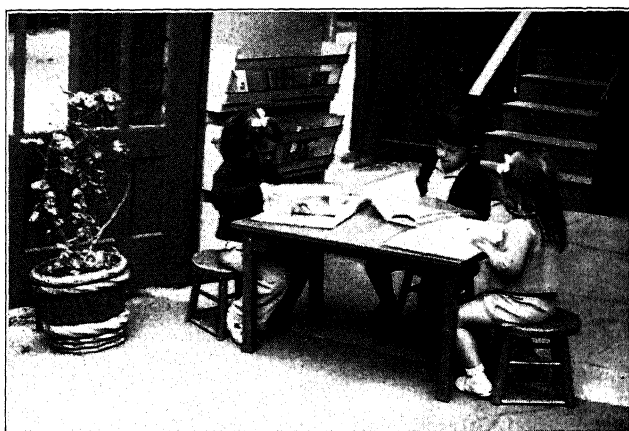
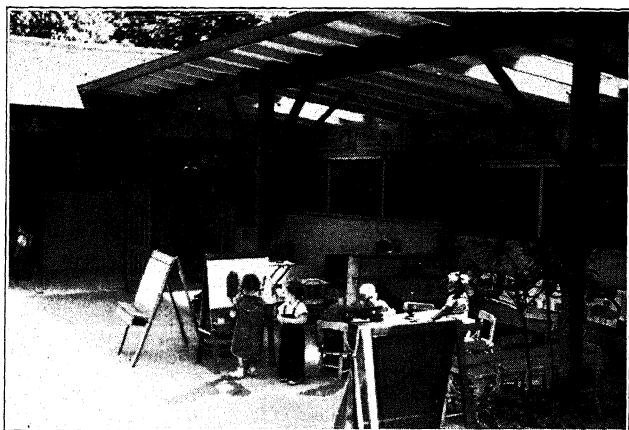
Indoor play shelter should provide adequate lighting, heating, ventilation, humidity control, sound absorption, easily cleaned wall and floor surfaces, and such subdivision of the play space and grouping of equipment as make for the child's most productive use of it and the adult's most effective supervision.

Lighting may be checked by a light meter. A photograph of the University of Iowa nursery school before and after the installation of indirect lighting\* illustrates the visibility produced by these two sources of light. Where the light is better in one part of the playroom than another, the better-lighted part should obviously be reserved for activities which make greater demands on the child's eye-hand coordination.

Thermometers placed at the height of the child's head indicate room temperature and guide the teacher in such efforts at control as turning off heat and opening windows. Without thermostat control, however, it is practically impossible to maintain uniform temperature.

In the absence of mechanical humidity control, humidifiers and a wet-and-dry bulb thermometer are guides to efforts at maintaining a constant humidity, though, as with temperature control, the teacher is an inefficient substitute for a mechanical device, and time spent on temperature and humidity control means time lost from child guidance. Adequate

\* Richard R. Whipple, "Artificial illumination for the preschool laboratory," *Child Development*, 5:97-106, 1934.



*University of California.*

The nursery school building. Semi-shelter is adequate for some climates and programs.

ventilation obviously calls for air entrances which direct the air upward at a height above the children's heads.

Subdivision of the play space and grouping of equipment are illustrated in the photograph of the Harriet Johnson nursery school and the two photographs of the University of California nursery school. In this latter school, carpentry, art, houseplay, music, sandplay, book corner, and block units are grouped around an open patio, allowing for freedom in their use by the children and effective supervision by the teacher. The advantages of a separate room for music are discussed in Chapter XIV.

### *Adequate Storage Space for Children's Use Which Is Both Functional and Decorative*

In the University of California nursery school, a bin running the length of the carpentry unit has been used for lumber. Hammers and saws are put away on hooks on the carpentry tables; a floor rack similar to a magazine rack holds drawing paper; the low shelves used for children's supplies form the partition between units; a line for wet paintings runs the length of the wall of the art unit; a hinged-lid seat in the house unit provides storage for doll blankets; a flat wall rack displays the books; a fish-net set in a basket-ball goal ring holds the balls; and bins running the length of the block unit provide for easy putting away of blocks.

A little thought given to planning storage that is adapted to the equipment to be stored not only encourages the child's use and care of the equipment and adds to the appearance of the school but also saves staff members time in picking up.

### *Aesthetic Appeal*

Unfortunately the opportunities which furnishings, equipment, and their arrangement offer to introduce color, form, and design are seldom fully realized.

### *Indoor Equipment*

Indoor equipment which makes possible different types and levels of experience with music, graphic and plastic arts, books



*Harriet Johnson Nursery School.*



*Oregon State College.*

The nursery school playroom has subdivision of space for different activities and well-planned storage space.

and pictures, construction, manipulation, social and dramatic play is discussed in the chapters concerned with each of these experiences.

### *Storage Space for Supplies Not in Constant Use*

Storage space adjacent to the playroom is necessary for illustrative material drawn on by the teacher in her work with the older children. In a nursery school there is no formal day-to-day curriculum with special assignments for certain weeks or months. Illustrative materials must therefore be available for use at whatever time they are needed.

### *Well-Lighted Locker Room Providing Individual Locker Space for Each Child Adjacent to the Bathroom, Playroom, and Outdoor Space*

Lockers should be marked in such a way that children can recognize their own. The customary use of picture tags for this purpose often belittles the intelligence of the children using them. Bright four-year-olds with a mental age of six years have no need to identify their possessions by a bunch of carrots or a butterfly. Their names clearly printed on colored backgrounds serve this purpose more effectively and save staff members time in decoding a miscellany of fruit and floral offerings. In the University of California nursery school, two-, three-, and four-year-olds have no difficulty in recognizing their own lockers by colored strips with their names printed on them.

### *Bathroom with Adequate Lavatory and Toilet Facilities Adjacent to Locker Room, Playroom, and Outdoor Space*

The number of toilets and wash-basins necessary depends on the number and age of the children enrolled. As illustrative of standards in one state, New York requires a minimum of three toilets and three basins for each thirty children. Towels and labeled individual hooks and rails and hair combs are required where children stay in school all day. In morning play groups, soft, absorbent paper towels may meet the children's needs.

*Serving Kitchen Adapted to the Demands Made upon It for Midmorning Lunch or Noonday Meal, Adjacent to Whatever Rooms These Meals Are Served In*

In a nursery school as in a home or institution careful planning of working heights and working units in the kitchen conserves the time and energy of the cook.

*Adequate Facilities for Children's Resting*

These facilities should provide quiet and freedom from drafts, and are preferably placed adjacent to the bathroom. Staggering rest periods of small groups effects a saving in space and equipment and leads to better resting. Where the budget is limited and the playroom is the only space available for resting, there is some question as to whether the rest period is not better omitted. If mats are used, children are in a draft, and cots which have to be brought out and stored away may involve so much disruption of the children's activities in bad weather that any value of the rest is lost.

In an all-day nursery school, provision for sleeping attempts to duplicate both the comfort and privacy of home sleeping conditions. The photograph of Cornell University sleeping room illustrates the use of screens to minimize the distraction of having several children sleeping in one room.

*Furnishings Which Favor the Development of Good Posture Habits*

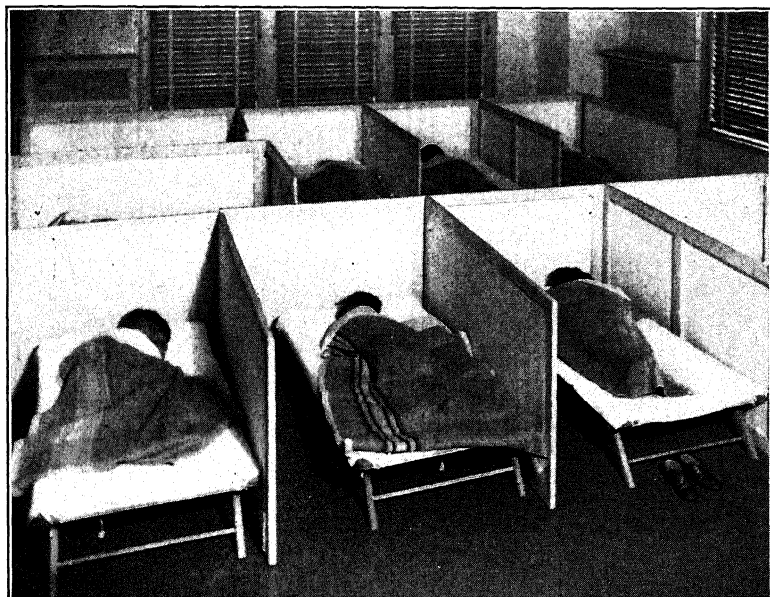
Because of relatively wide individual differences in growth rates and body measurements, no one height of table, work bench, or chair is suitable for all the children. Wherever a group includes children of more than one-year age range, duplicates of furniture of different heights are necessary for children's comfortable use of work tables and work benches.

*Offices for Staff and Facilities for Physical Examination and Testing Program*

Where students use the nursery school as a laboratory, the value of testing rooms is greatly increased by one-way vision screens and an outer observation corridor.

### *Isolation Space*

Schools which do not have facilities for returning children to their homes when they develop symptoms of colds or other



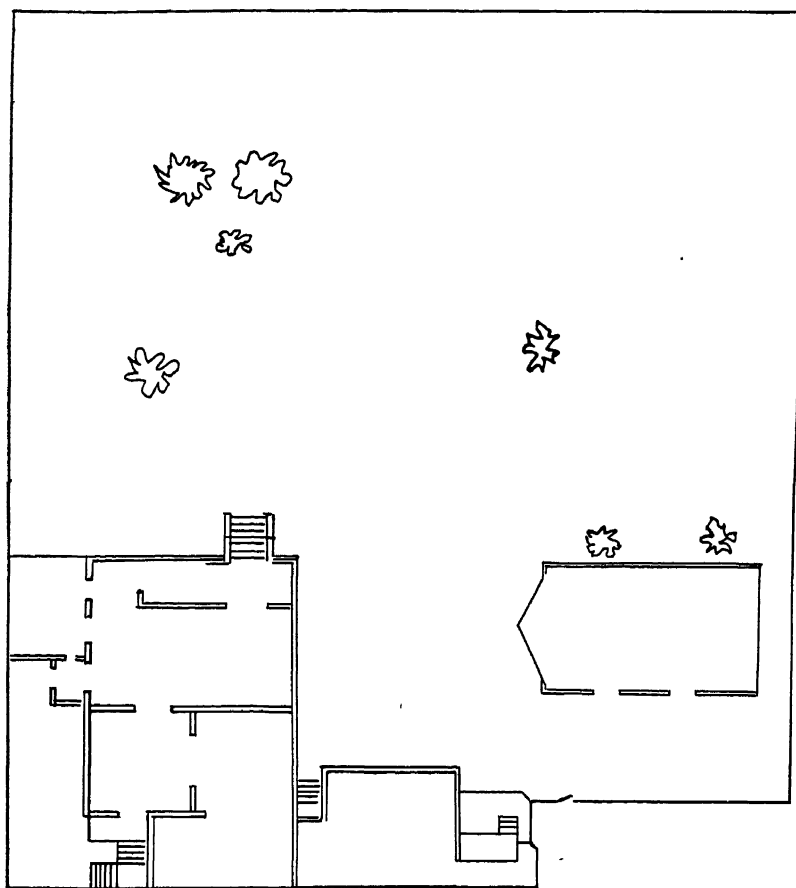
*Cornell University.*

The naproom has screens and light-weight cots.

physical upsets during the morning require facilities for isolating such children from other members of the group.

### *Space for Individual Work with Children Who Have Difficulties of Adjustment*

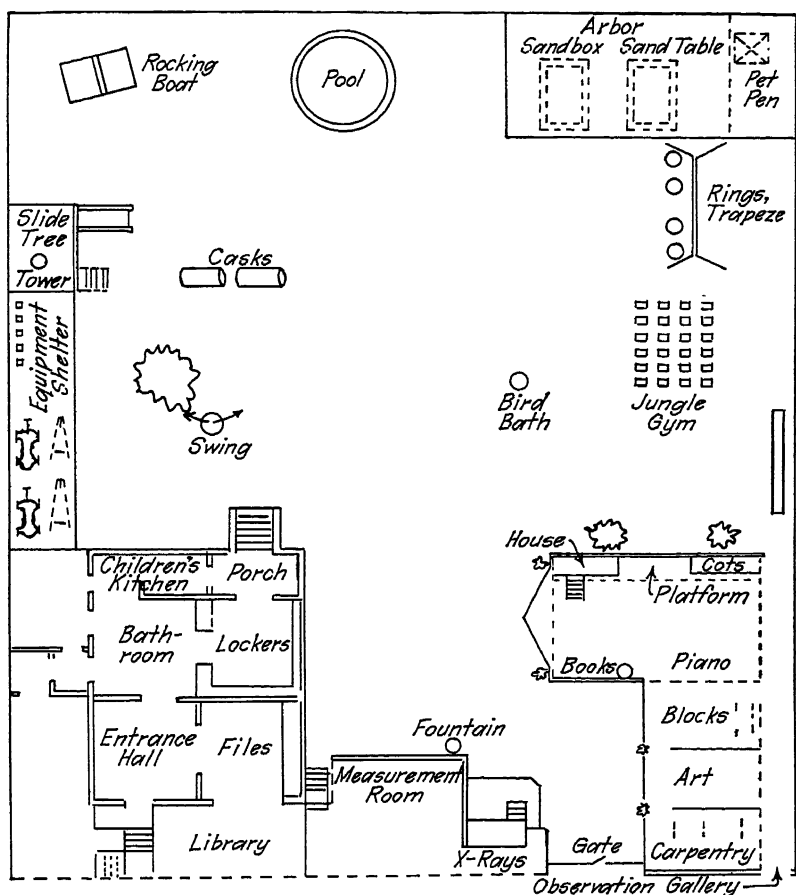
As is illustrated in the chapter on social development, children sometimes present behavior problems which call for more individual handling than is possible in the group situation. The smearing room in the Vassar nursery school is one illustration of the sort of use which may be made of such space. In this room children have an opportunity for unrestricted smearing play with such substances as face cream, eggs, and flour. Although the psychoeducational therapy implicit in this situation is distinctly in the experimental stage, the need for



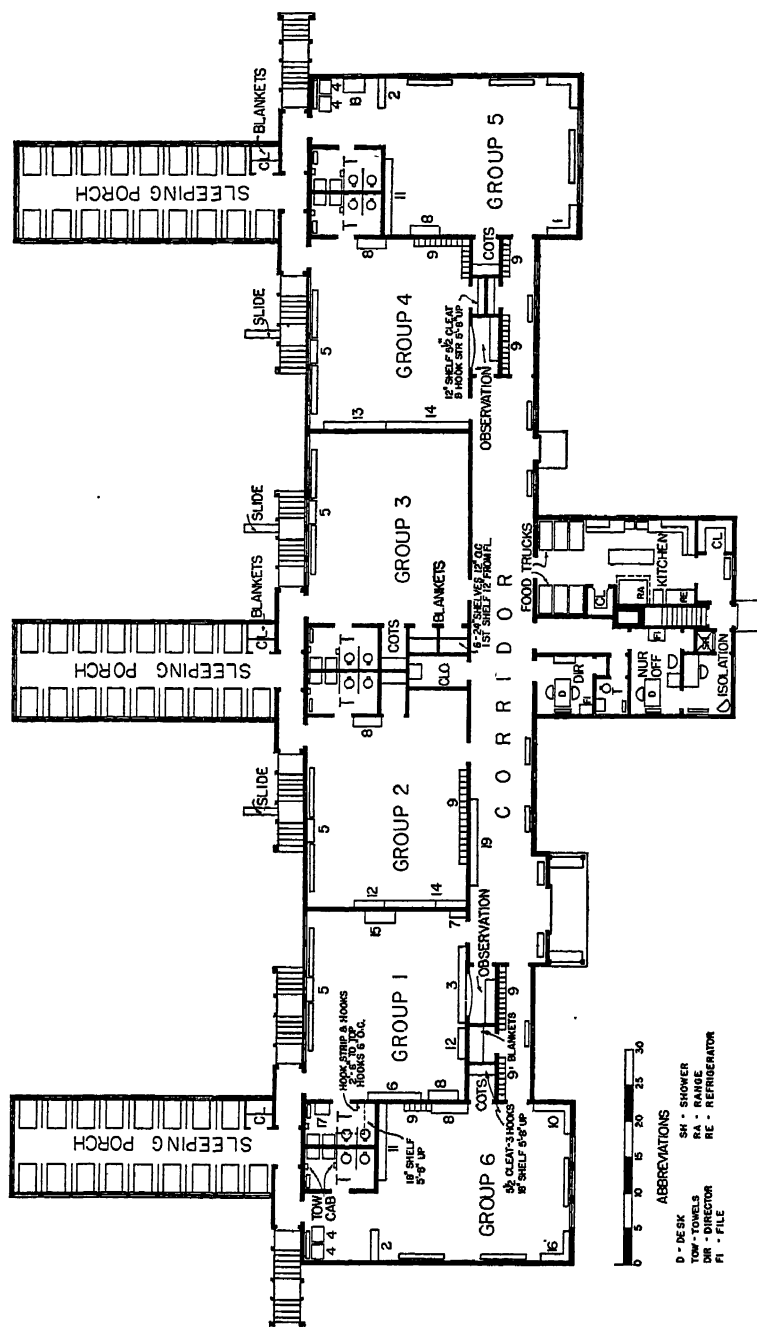
*University of California.*

Garage and part of dwelling made available for nursery school.





Nursery School, Institute of Child Welfare, University of California, Berkeley.



Nursery School, Arthurdale, W. Va., for Resettlement Administration.

occasionally removing a child from the group for the good of both the child and the group is one which arises in all nursery schools.

How these various units may be combined to form an integrated whole is illustrated by the main floor plan of the nursery school at Arthurdale, West Virginia, and a "before and after" plan of the nursery school in the University of California, where existing facilities represented in Plan I and a limited budget of \$1500 were adapted to make the school function as effectively as possible. The California plan was designed to meet conditions not typical of those found in most states. The mild climate made a minimum of shelter and a maximum of outdoor play possible. A half-day program which met the needs of these children of an upper socio-economic group made possible the use of the school from 9 to 12 for a two- and three-year-old group and its use in the afternoon from 2:30 to 5 for a four-year-old group. An adequate and well-trained staff, including one head teacher, two assistant teachers, and four practice teachers in the morning, and one head teacher, one assistant teacher, and two practice teachers in the afternoon, minimized the inconvenience of having the play center and bathroom in separate buildings. The extensive use of the school for observation purposes by students, parents, and visitors demanded observation facilities that would not be necessary in a private school. Though neither plans nor pictures are presented as illustrations of a model plan for this nursery school, they indicate what can be done with existing facilities and limited resources in making the nursery school function effectively.

#### ASSIGNMENT

Which of the fifteen requirements discussed does your school meet? Which does it not? What recommendations would you make for its more adequate functioning?

#### RECOMMENDED READING

A list of firms furnishing equipment and supply catalogues and folders is included in the appendix.

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### III

#### THE NURSERY SCHOOL STAFF

*What factors affect the number of children a nursery school teacher can handle effectively?*

*What effect does an inadequate number of staff members necessarily have on the school program?*

*Specifically, what does a capable nursery school teacher contribute to the welfare and development of the children in her group?*

*How do preparation and training of nursery school and elementary school teachers differ at present?*

#### STAFF ORGANIZATION

The nature and function of the particular school determine the professional staff needed. In a large nursery school associated with a research institute or university department, specialized services in addition to those of the teachers may be given by a physician, psychometrist, dietician, psychiatrist, parent educator, and nurse. In smaller schools, a well-trained nursery school teacher may assume responsibility for all save medical services given to the children and parents.

As illustration of one type of division of staff responsibilities, the University of California nursery school employs the following staff members: a director; two head nursery school teachers, who spend a half day in the nursery school in charge of a group of children; and three assistant nursery school teachers. One of the head nursery school teachers spends the other half of the day on the school program of anthropometric, motor, and mental tests and measurements. She is also responsible for the organization of records and the prenursery school program, which is discussed in later chapters. Part-time services are given by a physician, who gives each child a physical examination each semester and advises on matters concerning the health of the children. In addition, members of the Institute

of Child Welfare are available for staff conferences on procedures and research programs undertaken in the nursery school.

Part-time service from the Institute of Child Welfare's secretary takes care of parents' applications and inquiries, details of registration, appointment schedules with parents, collection of tuition fees, the making out of requisitions, the book-keeping involved by the school budget, and the handling of correspondence.

The director, whose time is devoted partly to the supervision of the nursery school and partly to other departmental responsibilities, has the administrative responsibility for the school. It is her function, in consultation with the Director of the Institute of Child Welfare, to determine the general policies of the school and to coordinate the work with children, parents, and students in such a way that the interests of all are served. She recommends staff appointments, outlines the budget for general operating expenditures, and guides the educational program. This last is accomplished through weekly staff meetings, attendance at each head teacher's weekly meeting with the assistants and students in her group, and class meetings with the student teachers in the course on nursery school procedure. The director also keeps in touch with the parents through a parent discussion group, which she conducts one night a week for six weeks each year. In addition, she supervises the thesis research of the assistant teachers.

The head teacher is directly responsible for the welfare and progress of her group, and makes final decisions with regard to any matters that affect the group. As there are four practice teachers in addition to two assistant teachers in the morning group and three practice teachers in addition to one assistant teacher in the afternoon group, the head teacher's function is concerned more with planning and supervising the activities of these assistants than in directly handling the children. Through weekly meetings with her assistants and student teachers, she discusses specific procedures in regard to particular children. In the meetings and in the school she is constantly alert to the needs and progress of both the children and the

assistants. She arranges for a conference with each parent before any child enters school, sees that each child makes a short visit to the school with his mother on the Saturday before he enrolls, and has a parent conference at the end of each semester. At this time, she discusses the child's progress and brings the record of the child's home and family experience up to date. The head teacher is also responsible for behavior ratings on each child in her group and for keeping a record of attendance and illnesses of the children. She occasionally cooperates in making records for a specific research study. In addition, she ensures satisfactory working conditions for the carrying out of her program by supervising the housekeeping service and upkeep of equipment. Each May, she checks the nursery school inventory and makes a list of repairs and requirements needed for the coming year.

The assistant teachers, who are recent graduates, spending half a day in the nursery school and the remainder of their time in graduate work in some phase of child development, are given experience and progressively graded responsibility in every phase of the school program.

In addition to the head and assistant teachers, apprentice teachers, who are senior students with a major in child development, spend two mornings or two afternoons a week in the nursery school. The training of these teachers is undertaken through their class meetings, their weekly staff meetings with the head teacher, their working assignments, and by the daily supervision of the teacher in charge of the group.

Before participating in the school program, students have a preliminary period for observation, during which they become familiar with the physical setup of the school, with its program, the names and some of the salient characteristics of the children, and the teachers' methods of handling them in different situations.

After this, apprentice teachers are assigned for periods of two weeks each to four different duties: bathroom; patio; climbing equipment; and open play space. Responsibilities are clearly defined, and any necessary instructions are included on the assignment sheets. Reports on assignments at the end of each

chapter in the course textbook are turned in at the end of each period. Their function is to focus the apprentice teacher's attention on important aspects of her work. After this period of general experience, later assignments entail the planning of specific educational and aesthetic experiences for the children and reporting on the children's response.

Janitor and housekeeping services are furnished through part-time employment of the Institute of Child Welfare janitor and N.Y.A. assistants.

#### WHAT DOES THE TEACHER CONTRIBUTE TO THE DEVELOPMENT AND WELFARE OF THE CHILD?

First of all she is concerned for his safety, health, and comfort. She realizes that though the children are learning to use the equipment safely, the final responsibility for its safe use is hers. She never turns her back on yard equipment she is supervising while children are using it. She sees that ladders and planks are securely caught before children climb on them and that equipment with splinters, or exposed nails, is immediately repaired. She exercises a watchful supervision of the children's clothing: the child without rubbers is sent inside to get them when the ground is damp, sweaters are removed as the morning gets warmer, the chilly are sent inside for more wraps or encouraged in active exercise. Indoors, the teacher ensures that the temperature, ventilation, humidity and lighting furnish comfortable working conditions for the children. She has a motherly eye for their comfort. Loose shoulder straps are firmly moored in place, long overalls that trip the child are pinned up with safety-pins, straying hair is tied back from the child's face.

Both outdoors and in, the teacher fosters the child's development of skill and safety in using the large yard equipment and the smaller manipulative material. Supported by her encouragement, suggestion, and demonstration, children learn to try themselves out in a variety of motor activities.

Routine in the nursery school is simple. Whatever rules the nursery school develops are common sense ones for the welfare, safety, and comfort of the group. The teacher helps children



to accept the routine of rest period, tomato juice, toileting, washing, care of clothing, putting away equipment at the end of the morning, and any restrictions on the use of equipment by keeping these routines simple; by verbalizing them, and giving new children a chance to become acquainted with them before complying with them. The teacher is concerned with the child's progress in accepting the simple rules necessary for group living rather than in his immediate performance.

The teacher is sensitive to the child's emotional reaction. She helps to make him a happy child by the serene cheerful atmosphere she creates around her, by the consistency of the friendly support and interest she offers, by the wisdom she shows in giving physical assistance or suggestion before a child becomes utterly frustrated by an unsuccessful undertaking, by the quiet suggestion that turns a helpless infantile response to emotion into a constructive one, and by the various means she takes to make the child independent and adequate in taking care of his needs and carrying out his plans. Often she highlights his pleasure by the smile or nod which communicates her shared understanding of his enjoyment.

In his first venture in learning to live with his age peers, the teacher helps the young child learn that other people have desires and feelings like his own. By her demonstration, suggestion, and selective approval, she guides him in developing acceptable social approaches and responses to other people. She provides not only the equipment and setting for constructive group activity but also occasional suggestions that make children aware of unsuspected possibilities.

The young child lives in a complex world. The teacher helps him in understanding it by the experiences she provides, by the questions she answers, and by her skillful relation of these to the child's interests and level of development. She draws on her own knowledge in many organized branches of learning, in physics, chemistry, geology, botany, zoology, physiology, arithmetic, language, and the social sciences, to bring the facts of the physical world and human life within the compass of the child's understanding.

The teacher also endeavors to make available to the child in

terms of his capacity to enjoy it his cultural heritage in literature, music, dance, and graphic and plastic arts.

#### WHAT MAY A STUDENT TEACHER GET FROM HER NURSERY SCHOOL EXPERIENCE?

Teaching in the nursery school offers students an opportunity to learn about human behavior, the way in which it develops and is affected by the experiences of the individual. The nursery school is peculiarly suited for such study, because it is a relatively free situation in which children's range of behavior is not limited by any set program. Behavior changes take place rapidly in children of nursery school age; their feelings are less concealed beneath cultural stereotypes, less confused by a multiplicity of past experiences than adults' feelings; and they are comparatively frank and open in their responses to situations. The teacher who is free of preconceived judgments of behavior, who can evaluate child behavior from the standpoint of its utility to the child and the social group, will gain significant insight into human behavior.

She also has an opportunity to gain insight into her own responses. Frequently, she finds herself reacting in terms of former patterns. She may censure certain child behavior severely because it was censured severely in her own past experience, rather than because she has evaluated it as very undesirable. She may find herself handling child behavior in terms of her own need to dominate or control in order to feel secure. She may even react emotionally to situations which are similar to emotionally toned experiences in her own past.

A nursery school teacher found herself reprimanding a child severely for spitting as a means of defense. She suddenly realized that she would have handled the same situation far more sympathetically and constructively if the child had defended himself by hitting. As she faced this difference in attitude within herself, she recalled an incident in her own childhood in which she had been walking with her mother. A passing child had turned and spit at her. Her mother's burst of indignation and anger had surprised and frightened her. It produced an emotional response in her which she now recalled vividly. She recognized that she had been responding to this early experi-

ence in handling the child on the playground, rather than to her understanding of the needs of the child himself.

Student teaching experience is valuable, therefore, not only for future nursery school teaching but also for working with people in any capacity.

#### WHEN IS A NURSERY SCHOOL ADEQUATELY STAFFED?

The number of teachers needed to staff a nursery school adequately depends on the size and arrangement of the buildings and grounds, on the equipment in the school, on the number and ages of the children in the group, on the type of program, and on the training and experience of the teachers themselves.

Factors in the physical setup which reduce the number of staff needed for effective supervision are:

Direct communication between playroom, bathroom, locker room, and outdoor space, such that teachers may see what is going on in each of these by moving only a few steps.

One large playroom with subdivisions.

A yard with equipment placed around the outer margins.

Storage facilities that foster independence in the children.

Child-proof fencing and gates and safety-latched doors.

Factors which increase the number of staff members necessary for effective supervision are:

Passageways and staircases between playrooms, locker rooms, bathrooms, and outdoors.

Small separate rooms with doors for play activities.

Yard equipment so placed that one piece shuts off the view of other equipment.

Inadequate storage facilities; and incompletely fenced outdoor space.

The characteristics of the children enrolled also affect the number of them that can be handled effectively by one teacher. Two-year-olds make more demands on the teachers' time be-

cause of their need for help with routines than three- and four-year-olds. Children who have outstanding problems of adjustment require more staff time than those who present fewer behavior difficulties.

Staff allowance must also be made for a program in which there are apprentice teachers or teachers in training. For a head teacher to undertake this supervision effectively, she must be largely freed from the responsibility for direct work with the children by having an adequate staff of trained assistant teachers.

Though it is difficult to set any figure as to the number of staff required because of the factors mentioned, it is possible to state that, if staffing is inadequate, the program of the school is necessarily affected. Equipment demanding close supervision, such as some of the climbing equipment, the hammers, and the saws, cannot be used because of possible danger to the children. The children's experiences must be limited to the use of such safe equipment as house play materials, doll buggies, balls, tire swings, sturdy books, simple musical instruments, wet sand table, crayons and wall easels, hard rubber sand toys, punching bag, hollow blocks, wagons, wheelbarrows, wooden trains and boats, and materials for dramatic play. There must be more duplicates of equipment to avoid conflicts over possessions.

The program is also affected. A small staff makes a more formal program necessary. The French cinema "La Maternelle" illustrates the type of program one teacher of a large number of children can manage.

In summary then, any figure given as to the number of children one teacher can effectively handle is distinctly arbitrary. It depends on one's definition of effective handling, on the ability of the teacher, the characteristics of the children, the physical setup and equipment provided, and the use made of the school for teacher training.

#### THE TRAINING AND PERSONAL QUALIFICATIONS OF THE TEACHERS

As indicated in Chapter I, the academic preparation of nursery school teachers at present ranges all the way from a gram-

mar school education to the degree of doctor of philosophy. Special training and experience in teaching young children may be lacking, limited, unfortunate, or adequate. In the absence of standardization, individual nursery school directors generally set up their own requirements. In the University of California, a rich cultural background including preparation in biology, physiology, nutrition, and psychology, as well as in the arts, is considered necessary for nursery school teachers. Teachers must also have had a supervised course in nursery school practice teaching, some observation of kindergarten and primary groups, and an apprentice period of teaching in a nursery school with an experienced teacher. A master's degree is required because of the opportunity it gives for conducting independent investigation. In a nursery school attached to a research center, it is necessary that teachers have some research interest and understanding of scientific method. Special ability and training in music, dance, and the graphic and plastic arts, while considered very desirable, are difficult to find in combination with the other basic requirements.

At our present level of research in human behavior, personal qualifications for nursery school teachers are harder to define. Here, again, they are likely to represent individual choices on the part of particular nursery school directors. Good health, a pleasing speaking voice with no marked accent, an attractive appearance—nursery school teachers should be at least as attractive as the average of the mothers—a broad human understanding, and a sense of humor are the characteristics generally agreed upon as desirable in a nursery school teacher.

#### ASSIGNMENT

Using the record blank and sheet of instructions provided, keep an hour's record of one teacher's physical and verbal contacts with the children.

What percentage of the suggestions and requests are positive?

#### RECOMMENDED READING

DAVIS, MARY DABNEY, Nursery schools in 1936, *School Life*, 22:4, December, 1936.

White House Conference on Child Health and Protection, *Nursery Education*, Report of the Committee on the Infant and Preschool Child, New York: The Century Company, 1931, 126 pp.

## IV

### CHILDREN IN THE NURSERY SCHOOL

*When is a child ready for nursery school experience?*

*What information is helpful to a nursery school teacher in her understanding and handling of individual children?*

*Are there general criteria which might govern the type of records kept on individual children's behavior and development?*

#### WHEN IS A CHILD READY FOR NURSERY SCHOOL EXPERIENCE?

To the general question, what kind of child profits from nursery school experience, the answer is that this depends on the child, the nursery school, and the alternatives to nursery school attendance. Similarly, no hard and fast rule can be set for age of entrance. The child's readiness for nursery school experience can be gauged only through acquaintance with his level of development. In the University of California, where the majority of children are registered at birth and visited at six months' intervals, the decision as to when the child is ready for school is made jointly by mother and teachers.

Bobby J., 2.6, an only child, is rather small for his age. Whooping cough at two years has been followed by a susceptibility to colds. For this reason, his mother has been keeping him away from other children and has become somewhat oversolicitous of his health. Bobby is a little afraid of strange adults and rather dependent on his mother. When she recently took him to a young friend's birthday party, he clung to her and backed away from the vigorous advances of the children, though he seemed interested in their activities. Both his mother and teacher agree that sudden entrance into a large group of children, the majority of whom are older than himself, would be a difficult situation for him. Bobby's mother is arranging to have a friend of hers bring over her small daughter, 2.3, for an

hour's play two or three times a week. Later, she hopes to make some regular arrangement by which two of her friends will take turns with her in having their children play in one of their gardens. A few months' progressive and satisfying experience with children and with adults other than his parents should make it possible for Bobby to enter the school happily.

Betty L., 2.5, has an older brother in kindergarten. She is a child with good language and excellent motor coordination. She has played frequently with older children, and her mother feels that some of this experience has been hard on her, as the older children do not always want her. Her mother is expecting another child in four months and is anxious for Betty to feel happily at home in the nursery school before the baby arrives. At present, she has time to help Betty in her acceptance of the new situation; five months from now, at the beginning of another semester, much of her time will be taken up with the care of a young baby. Both mother and teacher agree that now is the time for Betty to enter school. Association with children near her own age will give her more confidence in her own ability. Her security in the school situation will help her to accept the arrival of the new baby as no threat to her position in the home.

It becomes, then, extremely desirable for the nursery school teacher to be as fully informed as possible in regard to the child's development and home experiences. Such knowledge is useful not only in determining the child's readiness for entrance but also, as illustrated in later chapters, in adapting the experiences the school offers to his particular needs.

#### WHAT INFORMATION CONCERNING EACH CHILD IS HELPFUL TO THE TEACHER?

Information helpful to the teacher concerns the child's physical, motor, mental, and social development. In addition, some sociological data concerning his home and family acquaint the teacher with factors in the child's home experiences that may be significant for his development. Obviously, the value of such information depends primarily on its accuracy or validity and its currency or up-to-dateness, which means that the teacher

must select for her records only items on which reasonably accurate information can be obtained and then ensure that her methods of obtaining such records achieve this accuracy.

On physical development, data on health history can be obtained reliably by having the record made at the time. For this reason, in the University of California, information on the mother's health during pregnancy, labor, and the birth of the child is obtained from the obstetrician shortly after birth. In the baby book given the mother at her child's birth, she records the appearance of teeth; number of months the child was breast-fed or partially breast-fed; the date, duration, severity, and after-effects of any illnesses or colds; immunizations given; and allergies which have appeared.

After the child enters school, a measure of his physical health, growth changes, and nutritional status is obtained by biannual physical examinations and anthropometric measurements, supplemented by reports from the child's pediatrician and by monthly weight and height measurements. The school attendance record furnishes information on the children's illnesses and colds.

As sleeping, eating, and eliminating behavior is related to the child's general health and well-being, information in regard to these is also valuable. Parents' general statements, however, have not proved very dependable. Mothers planning to send their children to the Institute of Child Welfare nursery school keep a twenty-four-hour record at six, twelve, eighteen, and twenty-four months, and a three-day record once a year after the child enters nursery school. Though there is always a danger that such small samples may not be representative, the fact that the sample is a record of what actually happened during a given period and that parents are asked to state whether this is typical at least gives an index that can be followed up by more detailed observation if the situation warrants.

John D.'s mother made an appointment to see his teacher. She explained that she was thinking of withdrawing John from school, as he had lately seemed tired and easily upset, and she felt that staying at home with her would make fewer demands on him. It happened that his three-day record of sleeping, eat-



ing, and eliminating behavior had just been turned in the day before. His mother and the teacher chatted about John. The teacher too had noticed that John cried rather easily and that he had had a series of sties on his eye. In explanation of his limited diet of milk, fruit, bread, and sweet things, his mother explained that he had an allergy to eggs, that he had an allergy "or something" to meat, and that he didn't care for vegetables. In other words, John was on a diet which would have made a laboratory rat tired and cross and easily upset. Putting such a rat in a quiet home atmosphere would do nothing for him. It would also, the teacher could see, do very little for John. She suggested a careful checkup by his physician, with a blood count, as he had recently had a low red count, and recommended that the doctor be asked to advise in regard to the allergies and the possible supplementing of John's diet with vitamin preparations. The examination and some skin tests for allergies, followed by iron therapy, a change in his diet and vitamin reinforcement made a different child of John. Eating lunch in the nursery school for three weeks helped him establish the good eating habits which his improved appetite made possible. Here was a case of a behavior problem arising from a dietary deficiency. The teacher's knowledge of John's eating habits and of human nutrition made it possible for her to help his mother in getting at the root of the difficulty.

Mental tests, though having limited value for prediction during the preschool years, do give a measure of the child's level of development at the time and indicate his advancement or retardation in specific abilities such as memory, space perception, and language. Motor tests, such as the California Motor Scale, have a similar function and value.

Tommy, 3.0, had very little language when he entered the nursery school. His parents, noticing the difference between Tommy's language and that of other three-year-olds, were somewhat anxious as to his mental development. A devoted grandmother staying in the home waited on Tommy hand and foot. In the school, Tommy noticeably favored direct action or adult assistance to any verbal efforts on his part, though it was the teacher's guess after seeing Tommy in action that there was nothing wrong with his mental development. Submitting her guess to test, she had Tommy given the Minnesota Pre-School

Test. On this test, Tommy's IQ on the non-verbal items was 125 and on the verbal 103. The results reassured his parents and confirmed the teacher's conviction that what Tommy needed was a little more incentive to speech and a little less anticipation of his wishes by the adults in the home.

While measures of the child's social development cannot be obtained at present with a very high degree of reliability and validity, recent investigations on ratings make such a rating scale as the Read-Conrad inventory worthy of use by the teacher as a supplement to her own unorganized judgments of the children's behavior.

Comparison of ratings by different teachers induces an analytical attitude on the teacher's part toward her estimates of individual children's behavior. The need for modification of teacher techniques in working with particular children becomes evident in cases where a child's trait ratings deviate markedly from the group averages.

Research on the relation between social development and home and family experience and parent attitudes indicates the value of some understanding on the teacher's part of the child's home experience.

Robert, a sturdy four-year-old with an intelligence quotient of 118, presents infantile behavior patterns in nursery school. He cries at any interference with his plans. If one teacher insists that he take turns when there are several children who want the same piece of equipment he runs crying "help me, help me" to another teacher. He kicks and bites to get what he wants and frequently tells teachers and children to "go home." Though wanting others to play with him he seems unaware of their need to try out ideas too. Consequently he can never keep a group with him for long. He wants to build elaborate boats and airplanes at the work bench but he wants the teacher to do all the work under his direction. He himself is one of the least skillful children in the group with his hands. Yet he is always announcing in loud tones what he is going to do, and clamoring for an audience.

This behavior would be hard to understand in a four-year-old, with intelligence above average, unless the teacher were acquainted with his home background. He is the only child

in a household of five adults. The grandmother regularly spends a part of the day reading to him and playing with him. The mother, whose social contacts are limited by circumstances, finds most of her pleasure in being with the child and doing things for him. The father as well as the unmarried uncle and aunt who live in the home are convinced that the mother and grandmother are spoiling the child and making him into a "sissy." The entire family is somewhat insecure economically. They have made several moves and the child has never had neighborhood play experiences. Without the opportunity to develop resources and skill of his own he takes advantage of the large and divided household.

Robert's teacher realizes that it may be difficult to make much fundamental improvement in his behavior until his home environment has become less confusing and conflicting. Meanwhile she helps his mother arrange for him to play with one of the other nursery school children during some of the time he is not in school. This will give him an opportunity to develop social techniques in a simpler situation than that of the group. In the school when he has difficulty getting himself accepted by a group at play his teacher offers him specific suggestions of what he might do to contribute to their activity. She encourages him to take his work bench products home so that the adults may be aware and appreciative of his own unaided level of performance. His mother, father, and grandmother are invited to visit the school, where, screened from the child's view, they may observe his behavior and that of his age peers.

In addition to such organized forms of information as the mental tests, anthropometric measurements, and behavior ratings, the teacher often has an opportunity to observe behavior incidents which have significance in indicating a particular child's level of development or need for specific help. Items of information, questions, or comments volunteered by a mother when she brings her son in the morning may be more revealing of the child's home experiences than any data in his sociological record. His fantasies, dramatic play, and creations at the art bench and work table are often extremely significant for an understanding of the child. This is material, however, which slips from memory unless the teacher makes a note of it. A

pencil and a sheaf of cards in her pocket and a few minutes at the end of the morning or afternoon may preserve valuable and significant information for later consideration and use.

A complete set of the records used in the University of California Nursery School is included in the appendix. These are offered not as a model for all nursery schools but as an illustration of the type of information one school finds useful for the teacher's understanding and guidance of the children. Some of this information is also available for students and staff members making investigations of the children's behavior.

In summary, records should ask only for information which can be obtained with reliability and validity, and which the teacher plans to make some specific use of. For convenience in use, record forms should be easy to read with good spacing, and subheading, and should be easy to fill in with ruled space requiring only a check mark, figure, or word to answer the majority of the statements. A sheet of instructions should be worded so as to ensure uniformity in the method of recording. For purposes of comparison, record information should lend itself to quantification, rating points based on descriptive statements being clearly defined. For convenience of reference, all information relative to a specific measure of development such as weight, height, mental test performance, duration of illnesses, or colds should be summarized on one sheet. Sociological records of such items as number in family and housing conditions which require periodic revision should have space for recording. Printing records of physical, mental, motor, and social development in different colors saves time in referring to a specific item of development.

In many a small nursery school, the teacher in charge may carry all her information concerning the children in her head and make effective use of it. However, though the human brain may be able to develop a better filing and indexing system than it is sometimes given credit for, it has its limits. When the number of children in a group is increased to twenty or more, and when there is more than one teacher, some systematic organization of this information in black and white becomes very desirable.

But the information recorded must be information that the teacher is able to and does make use of. In a radio broadcast, "Amos" asks "Andy" if he files his letters. "Andy" replies, "Shuah, Ah files them; then Ah throws them away." In many a nursery school, record keeping is a fetish and becomes an end rather than a means; like "Andy," figuratively speaking, the teacher throws them away. Obviously, then, the organization of the information should be such as permits its easy use. In one nursery school, to obtain complete information on a child, it is necessary to check two code numbers and then leaf through three different folders, a process that effectively discourages any free use of the information by the teacher.

Whatever the method of organizing information, the student teacher coming into the nursery school for the first time quickly realizes the need for knowing more about the children than their names and hair and eye color. She sees Bill, who is as big as any child in the young group, snatching things from the other children and resorting to tears or lusty yells when confronted by a difficulty. He seems to be a baby. A glance at his age shows that he is the youngest child in the group. Jerry, aged four, seeks as his playmate, Mary, 3.1, and appears to have no interest in the group play of the older children. The mental test scores show him to have a mental age very close to Mary's and much below that of the other children of his age. Sue, 2.11, does not seem very attractive at first sight; she whines, tends to cling to the teachers, and has toilet accidents during the morning. A new baby has just arrived at her home, and she has been put out of her room, which is now a nursery for the new arrival.

Information then is essential for both understanding and guidance. In using and interpreting it, the teacher is guided both by her first-hand experience with many young children and by her knowledge of the research on children's behavior. Each complements the other; actual experience with children makes the intelligent teacher aware of some of the limitations of the investigations reported and the partial control of modifying factors, thus helping her critical evaluation of it. A knowledge of scientific method and research literature may help to

free the teacher of preconceived ideas and hasty generalizations and to make her alert to the factors that may affect the behavior of particular children. This latter, however, is true only if the teacher's knowledge is extensive and her intelligence equal to critical analysis. A little knowledge in the possession of an uncritical teacher may be more dangerous than none. Similarly, first-hand experience may only strengthen faulty preconceived judgments as to behavior rather than give the teacher a background of experience for evaluating child behavior from the standpoint of its utility to the child and the social group.

While any rapid and condensed review of the literature in a research field is fraught with dangers, brevity almost necessarily leading to inaccuracy, some reference to research findings that have application in nursery school teaching methods is necessary in suggesting the basis of these methods.

For this reason a very brief summary of some of the research findings basic to the teaching objectives and procedures discussed in succeeding chapters is included in the appendix. Its purpose is to recall and organize research findings with which the student teacher should already be acquainted as part of her preparation for nursery school teaching.

#### ASSIGNMENT

Learn the names of all the children in the nursery school group to which you are assigned. Familiarize yourself with information concerning their age, height, weight, length of attendance in the nursery school, mental test score, and analysis of this score, behavior ratings, number of adults in the child's home, and number of brothers and sisters.

#### RECOMMENDED READING

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## V

### THE PHYSICAL CARE OF THE CHILDREN IN THE NURSERY SCHOOL

*What determines the nature of the nursery school's responsibility for the health of the children enrolled in it?*

*What can the teacher do to promote the good health of each child in her group during his hours in the nursery school?*

The health and safety of the young children entrusted to her care is obviously the first consideration of the teacher. From the standpoint of the children's health the type of responsibility the nursery school assumes and the services it offers would ideally be determined by the responsibility the home is capable of assuming. In other words, the school would ensure that basic health needs which the home is unable to provide would be met through school and community services.

Such a condition is at present more an objective than an accomplishment. Inadequate public health services, resistance to socialization of medicine, and the public's lack of interest, information, and demand for adequate health services for young children in some communities place the teacher in the position of doing the best she can with the resources at her disposal.

The most realistic approach to the problem of adequate health care for nursery school children has probably been made by the W.P.A. nursery school program in which medical examination and treatment, immunizations, noonday meals, and facilities for afternoon naps have been supplied to complement the inadequate resources of the children's homes.

The nursery school administrator therefore needs first to determine what basic health needs the homes of the children are incapable of providing and then endeavor to adapt the school and community resources to meet these as adequately as possible.

For purpose of illustration, the physical care provided the children in two different nursery schools, the University of California nursery school and the Campbell W.P.A. nursery school in Oakland, are presented.

#### UNIVERSITY OF CALIFORNIA NURSERY SCHOOL

Children in this school are drawn from homes of professional and business people. Family incomes are above the average for Berkeley. All children are under the medical care of a pediatrician or family physician. The reason most generally given for enrolling them in the school is to give them a chance to play with other children. In this group such aspects of physical care as periodic appraisals of physical status are valuable not for the needs they reveal for medical care but for the teacher's better understanding of individual children. The records also furnish statistical information on the growth and development of normal young children of somewhat superior socio-economic status. In an institute established to further knowledge of child development each phase of the nursery school program is concerned not only with applying established principles but with investigating areas in which there is incomplete information.

#### *Appraisal of the Children's Health and Nutritional Status at the Time of School Entry and at Regular Intervals during the Period of Enrollment*

A physical examination given by the staff physician shortly after each child's entry is supplemented by information concerning the child's health and development before he enters school. As it has been found that developmental and health information obtained from parents in retrospect is likely to be unreliable, these data are recorded at the time of occurrence.

Whenever possible, children are registered for nursery school shortly after birth. On receipt of their registration, a staff member makes a home visit and explains to the mother the school's simple prenursery school program, which is one of obtaining records at six months' intervals. At the first visit, the teacher obtains the mother's consent to request prenatal and natal



data from the obstetrician. Both the letter to the obstetrician and the record, P-5, are included in the appendix of this book. At six months' intervals, the staff member visits the home and checks on the health history kept by the mother on forms P-7 and P-8; takes height and weight measurements, recording them on form P-3; also checks on the developmental record of dentition, feeding, development of locomotion, immunizations, and allergies listed on P-6; and picks up a twenty-four-hour record, P-9, containing information in regard to the child's sleeping, eating, bathing, elimination, and play during the last twenty-four hours. By means of these records, the teacher obtains reliable information in regard to developmental data, health routines, and early illnesses and colds, which give a picture of the child's health and development prior to school entry.

At the time of entry the school physician sends a form letter to each child's pediatrician, asking him for additional information, summarized on form P-1, thereby establishing a professional contact which makes it possible for the school physician to refer any defects observed directly to the child's physician. No therapy or advice is offered by the nursery school physician.

As some of the children have already had disturbing experiences with physicians, procedure at the first examination is planned to make it an easy one for the child. As described in the instructions for record keeping, in the appendix, new children make a social visit with the teacher and an older child to the examining room, with the explanation that they are to see a "room we sometimes use upstairs." During the visit, they become acquainted with the doctor and familiar with all the equipment used during the examination. At the time of the examination, a new child is taken upstairs with an older child who has had previous experience. During the child's first examination, the emphasis is on obtaining good cooperation from the child rather than upon complete examination. After the initial examination each child is re-examined each semester. The physician records his findings on form P-2. Anthropometric measurements are summarized on form P-4 and nude photographs are also made twice a year.

Height and weight measurements listed on form P-3 are made once a month. These are always made at the same hour of the day, after children have undressed and urinated. These systematic monthly measurements of height and weight furnish both teachers and parents with a simple index of the child's nutritional status and are often reassuring to anxious mothers.

Mrs. V. came into the school one day complaining that she didn't know what she was going to do about Bobby. "He's so thin, compared with the other children." A little questioning by the teacher elicited the fact that Mrs. V. had just run into Mrs. C., an ample lady with a slightly obese child. Mrs. C.'s pitying eye on Bobby and a certain patronage in her tone as she inquired after his health and weight focused Mrs. V.'s attention on the difference between her and Mrs. C.'s offspring. The teacher looked up Bobby's height and weight record, pointed out that Bobby had been making steady gains, that he had not been absent one day during the past semester, and was an active, happy child. Reassured by these undeniable facts, Mrs. V. went forth to look the world and Mrs. C. in the eye.

### *Record of Illnesses during the Child's Period of Attendance in the Nursery School*

A record of upper respiratory infections and other illnesses during each child's nursery school attendance is kept on blanks P-8 and P-9. The information furnished by these records is valuable in interpreting weight and height gains and losses. It enables parents to compare their children's records with those of the group, and in the case of many absences the record indicates the need for a medical check up and an analysis of the child's daily routine. It has also furnished evidence on duration of colds in nursery school children.

### *Protection of Children from Infection*

Protection from infection is made possible in three ways:

- (1) By immunization. Smallpox and diphtheria immunizations are required prior to school entrance.

- (2) By safeguarding the child from exposure to infection.
- (3) By keeping his general resistance high.

The second is attempted through morning inspection of each child's nose, throat, and chest by the teacher in charge of the group. The effect of this inspection is partly psychological, impressing parents with the need for excluding their child from the group if there are indications that he is coming down with a cold. Actually, the parents are more likely to be aware of this than a teacher can possibly be, even in the most careful inspection. For this reason, parents are asked to cooperate by reporting any departure from their child's usual behavior. Should a child develop symptoms of upper respiratory infection during the morning he is returned to his home at once.

Parents also notify the teacher in charge if the child has been exposed to any contagious disease. A weekly report from the Berkeley Public Health Department of the number of cases of communicable diseases is posted on the bulletin board. In the fourteen years of the University of California nursery school's operation, there has not been a case of communicable disease contracted from exposure in the nursery school. This record is a monument to the parents' intelligent cooperation.

As additional measures in preventing spread of infection, children's drinking glasses used for the tomato juice are scalded with boiling water. Paper handkerchiefs and towels are used. Clay is made up in small quantities and discarded after each use. All furniture and all equipment are washed each day.

Children's resistance to colds is probably influenced by their general physical condition. The program in the University nursery school offers the children a maximum of outdoor play with equipment designed to encourage activities which develop the large muscles. On warm sunny days the children spend the morning or afternoon in bathing trunks. Tomato juice at mid-period and a fifteen-minute rest are daily fatigue prevention measures. Children are safeguarded from chills through the teachers' supervision of their clothing. A drinking fountain encourages drinking as the need arises.

Advisory responsibility for the children's sleeping, eating, and eliminating routines in the home is based on a three-day

record on form P-10, which parents keep of their child's sleeping, eating, and eliminating behavior. A parent meeting, at which a nutritionist discusses the diets of the children as revealed by their records, gives parents an opportunity to obtain information they may need in regard to feeding their children. The case of John, in Chapter IV, illustrates the use a teacher may make of such a record.

### *Ensuring Children's Safety*

Figures for accidents in the home reveal that children under five years furnish the largest number of victims. This, of course, is partly due to the fact that children this age spend more time in the home than other members of the family. It is also due to young children's inexperience, lack of judgment, and lack of muscular coordination and control, as well as adults' lack of foresight in taking these factors into consideration in the planning of their homes and the supervision of their children's activities. In the nursery school children are protected from the danger of fire, force, and gravity by removing all hazards from their environment save those attendant on their experimental use of equipment. In their play with equipment adequate supervision is provided to promote its safe use. One head teacher, two assistant teachers, and three apprentice teachers supervise the activities of the thirty children in the morning session; one head teacher, one assistant teacher, and two apprentice teachers supervise play in the afternoon group of fifteen children.

Specific provisions for safety include latches at adult height on all doors and gates leading to the street, guards over the heaters, unpolished linoleum floor surfaces, and rounded edges on subdivisions in the patio. As the school is largely an outdoor one, with all rooms on the first floor, danger from fire is practically nonexistent. Broken or splintered play equipment is promptly repaired or removed from the yard. Play equipment from home is brought to school only with the teacher's permission; a plaything that may be relatively safe in the hands of one child may be quite dangerous in a group. The writer recalls one instance in a nursery school when a child smuggled in

a Japanese paper parasol. In a struggle for its possession, a boy was jabbed in the eye. While no harm was done to his eye, in the interval between the jab and the doctor's reassurance that a cut cornea would be completely healed in two days, leaving no after-effect, considerable harm was done to the teacher's peace of mind. Incidentally, the outcome might not have been so fortunate.

### *Simple First Aid Measures*

In a nursery school where all hazards have been removed save those attendant on the child's use of equipment and where there is an adequate staff accidents are very minor and very rare. Sand in the eyes, superficial scratches, an occasional squeezed finger, splinters, and bumps constitute the emergencies the teacher is called upon to cope with. Such simple supplies as boric acid and an eye dropper, soap and water and gauze pads for abrasions, a needle for splinters, and hot and cold water for squeezed fingers or bumps make up the school pharmacopoeia. However, as it would be shortsighted to be unprepared for a possible accident, student teachers are instructed to report any serious bump or fall immediately to the head teacher and to prevent the child from moving until she has looked at him. Should she consider it necessary a physician can be summoned immediately. In the event of a child's seeming dazed or shaken after what may appear a minor tumble, he is carried indoors and put to rest on his cot under light cover.

### CAMPBELL W.P.A. NURSERY SCHOOL

Children in this school are drawn from homes where parents' incomes are mostly under one hundred dollars a month. These parents cannot afford physicians' office fees. Such medical care as their children have had prior to entrance has been given almost entirely through the clinics of the County Hospital, which offers free service to indigents, and the Children's Hospital, which operates on a part pay system. Eligibility for enrollment in this school is based on family income. The physical care the school offers these children is consequently one of the most valuable aspects of its program. The nursery

school physician estimates that over 90 per cent of the children are in need of medical treatment of some sort at the time she first examines them. Many are suffering from inadequate diets and poor living conditions.

*Appraisal of the Children's Health and Nutritional Status at the Time of School Entry and at Regular Intervals during the Period of Enrollment*

Shortly after entry each child is given a physical examination by the staff physician. The date of examination depends on the child's adjustment to the new school situation. His mother is present and furnishes information concerning the family health history and the child's illnesses and immunizations. A record of these is filed in each child's folder. The examination furnishes an opportunity for health education of the child's mother. When recommendations for medical care are made the mother is given an appointment at a clinic, and asked to report back to the school physician in two weeks' time. Should she fail to take her child to the clinic during the two weeks she is asked to report again two weeks later. The physician keeps this up until her recommendation has been put into effect. In one case six of these check up appointments were necessary before the mother finally got to the clinic. Tuberculin tests are given where there are grounds for suspicion. Wassermanns are not recommended unless diagnostic symptoms are present.

After the initial examination each child is re-examined at least twice a year. This, however, does not mean that he sees the school doctor only twice a year. Should she have recommended treatment for him or be checking on some minor health problem, she may see him many times during the course of the year.

Home visits made by the head teacher or school nurse make possible some supervision of recommended health measures. They also give parents an opportunity to obtain information or suggestions they may need in the adequate care of their child. A record of home visits is kept on a blank in each child's

Monthly measurements of weight and height made on the children after they have undressed and urinated are summarized on individual record blanks.

### *Record of Illnesses*

A record of upper respiratory infections, skin eruptions, and other illnesses is furnished from the attendance charts. In cases where the school nurse has visited the home or where the school physician has examined the child on his re-entry there is additional supplementary information. At the time an illness is reported a mimeographed letter, "When your child must stay in bed," is handed to the mother when the nurse or head teacher makes a home call. It gives her simple specific information in regard to home care, food, and play activities for the convalescent child.

### *Protection of Children from Infection*

*Immunizations*—Children who are not already protected by vaccination and diphtheria toxoid are sent to the Oakland Health Department for these immunizations before entry. Whooping cough vaccine purchased at wholesale from the Cutter Laboratory is administered by the school physician.

### *Safeguarding Children from Exposure to Infection*

Daily inspection by the head teacher eliminates children with observable symptoms of upper respiratory or other infections. A child developing such symptoms during the morning is either returned to his home or isolated until he can be called for. In "The rules for parents who send their children to the nursery school" parents are advised to notify the school immediately if their child has been exposed to a contagious disease. A daily report from the Oakland Health Department furnishes the names and addresses of children in the community with communicable diseases. A record is kept of all cases of communicable disease.

Additional measures in preventing spread of infection are similar to those in the University nursery school, already discussed.

### *Fostering Children's General Resistance to Infection*

A program of outdoor play except in rainy weather, of twenty minutes' rest on cots in the restroom before lunch and a two-hour nap after lunch, of midmorning fruit or tomato juice, with cod liver oil, midafternoon milk, and a well-balanced appetizing lunch, supplemented with wheat germ, effects noticeable improvements in children's physical condition after school entry. Sixty per cent of the child's daily dietary requirements are furnished in the nursery school.

Weekly parent meetings, home visits, parent observation and participation, and simple mimeographed information for parents on children's daily food needs are means of raising standards of children's home care.

### *Promoting Children's Safety*

Measures for ensuring children's physical safety are similar to those employed in the University nursery school. A staff of one head teacher and seven assistant teachers for the sixty-five children enrolled furnishes adequate supervision of the children's safe use of equipment.

### *Simple First Aid Measures*

A mimeographed circular issued from the health division of the Oakland Public Schools outlines procedures in case of accidents.

In summary, both schools endeavor to be as fully informed as possible in regard to the children's physical status and daily health care. In the University nursery school any condition needing treatment is referred by the school physician to the child's physician. In the Campbell nursery school parents are requested to take their child to a clinic and asked to report on the visit to the school physician at a stated date.

Responsibility for children's eating, sleeping, and eliminating is limited to advisory service in the University nursery school. In the Campbell nursery school the school actually takes over such aspects of health care as noon meals, supplementary vitamin feeding, and afternoon naps. It carries its



teaching into the homes through home visits by teacher and nurse and weekly meetings with parents.

Both schools endeavor to safeguard children from exposure to infection by demanding immunization for smallpox and diphtheria, by urging parents to report immediately if their child has been exposed to a communicable disease, by excluding from school children with symptoms of upper respiratory infection and by providing children with such general roborants as outdoor play, rest periods, and midmorning lunches.

In the University nursery school, immunizations are required before school entrance; in the Campbell school smallpox and diphtheria immunizations are required before entrance, whooping cough vaccine is given after entrance.

Provisions for safety are similar in both schools. They include elimination of all hazards, save those associated with children's free use of equipment, and adequate supervision of this equipment by staff members. As is discussed in Chapter VIII, they also include training of the children in safe use of equipment.

#### ASSIGNMENT

What provisions does your school make for periodic appraisals of the child's physical status?

When the school physician finds conditions requiring medical care, what responsibility does the school assume for ensuring that this medical care is given?

What immunizations are required of entering children?

What responsibility does your school take in regard to children's daily health program in school and at home?

What information, if any, is given to parents concerning health care of their children?

What specific measures have been taken in your school to eliminate hazards to the children's safety?

What is the average percentage of attendance and the range?

What is the average percentage of absence due to (a) colds, (b) other illnesses?

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PART II

THE EDUCATIONAL GUIDANCE OF  
YOUNG CHILDREN



## VI

### TEACHER-CHILD CONTACTS IN THE NURSERY SCHOOL

*What should determine the number and type of contacts a teacher makes with individual children?*

*Are there any general principles which might assist the student teacher in her first attempt at educational guidance of children?*

Though the wise handling of young children is an art and not an accumulation of techniques or methods, proficiency in any art demands mastery of technique.

Investigations of teacher-child contacts in the nursery school reveal that the untrained teacher is handicapped by her unsuccessful methods of approach to the children. Training and experience give her an opportunity to develop the ability to respond to situations in terms of the educational needs of the particular children involved. Until she has this ability the student teacher will be guided by general rules and techniques which have proved effective in work with young children.

These are presented in the order of the student's facility in applying them.

#### *The Safety and Physical Welfare of the Children Come First*

The teacher is vigilant in her supervision of equipment and in her guidance of the children's safe use of it. She never turns her back on children working at the carpentry bench, using the climbing equipment, or handling scissors. She sees that broken or splintered equipment is removed from the yard and that all apparatus used for climbing is steady.

The teacher is also alert to the children's need for rubbers when the ground is wet and for adequate clothing. An extra sweater is put on a child who seems cold or taken off a child who is getting too warm. Sniffing and signs of illness or fatigue are promptly reported to the head teacher.

*Contacts with the Children Are Kept at a Minimum and Are Based on the Children's Needs*

In any situation, a child is given only the help he needs, with a view to decreasing progressively his dependence on the teacher. For example, if an older child is attempting to take a wagon away from a timid younger child, a glance from the teacher may be all that is necessary to support the younger child in asserting his property rights and to restrain the older from infringing on them. If the glance is not sufficient, the teacher may move nearer the situation. Words or physical intervention are not employed unless necessary, and the latter should very seldom be necessary. Children's progressive independence of the teacher is largely conditioned by her discriminating, diminishing support, such that a steady gaze or a smile becomes a substitute for verbal instruction or physical contact. With children, as with adults, suggestion and understatement are more effective than exaggeration and overemphasis.

*The Teacher Gets the Child's Attention Before She Speaks to Him and States Her Request or Direction as Simply and as Directly as Possible*

Young children, like adults, become absorbed in their activities. If it is necessary for a teacher to get in touch with a child to remind him to go to the bathroom or tell him that tomato juice is being served, she moves near him and speaks his name if he is unaware of her presence before telling him what she has to say. Calling to children across the yard encourages both their own calling and a habit of disregarding adult voices.

*Suggestions Given to Children Are Positive Instead of Negative*

The child is helped by being told what to do rather than what not to do. To a child standing in the way of a swing, the teacher says, "Over here, John. Mary's going to swing. Would you like to push her?" She does not say, "You're on the wrong side" or "You're in the way of the swing!," which makes

the child insecure by putting him in the wrong without suggesting what he should do.

*Verbal Suggestion Made by the Teacher Is Backed Up by Her Assumption, Implicit in Her Tone and Action, That It Is Going to Be Carried Out*

Verbal suggestion is not made unless visual and spatial contacts have proved ineffective. If two children are running around throwing the brooms near each other, a timid comment from the teacher that "brooms are for sweeping, but there are balls for throwing" may make no impression. If the teacher has wisely judged that the throwing of brooms may lead to conflict and injury, she moves near enough the excited children for them to hear her, saying, "The brooms are for sweeping. We'll put them away (reaching for one of the brooms to put away). Would you like to get a ball to throw?" In this way, word and action are synchronized to lead the child on to what he is expected to do.

*If Reasons Are Given for Requests or Directions, They Are Logical Ones*

If the child tries to carry the hollow blocks up into the jungle gym, the teacher says, "There is space over there for building or for storing freight (depending on the child's purpose). Blocks aren't safe in the jungle gym. They fall." She does not say, "We don't take the blocks into the jungle gym." This statement deprives the child of an opportunity to establish a logical causal relationship.

Similarly, to an insatiable garden-waterer the teacher says, "The plants are all watered now. You could put the can away," not "You've done enough watering." The child himself is the only person who knows when *he* has done "enough watering."

*The Teacher Avoids Raising an Issue*

If she is skillful she avoids placing herself in a position where the child can take issue with her. An arbitrary statement, "You must not take more clay" or "You have all you need," leads to trouble when the child takes more clay. Suggesting a use he

can make of the clay he has directs his energies to manipulation rather than accumulation. Little constructive learning ever results from an issue; the teacher only establishes an unfortunate relationship with the child.

*The Teacher Is Clear on Whether She Is Offering the Child a Choice or Not*

When she makes a statement, "Would you like to come now for tomato juice?" she is offering a choice. She must be prepared to accept the child's "Yes" or "No."

Situations in which the child has no choice are stated as such. "Toilet now" or "Time for toilet" lifts the responsibility for decision from the young child who has not yet learned how to make this decision. Once he has learned, "Do you need to go to the toilet?" serves him as a reminder to make the choice.

*Undesirable Activity Is Redirected in Terms of the Child's Motive Rather Than the Activity*

For example, if a child is throwing sand, redirection of this activity is based on the teacher's judgment of why he is throwing sand. If he has been sitting quietly in the sand for a long time and seems to feel the need for activity, the teacher suggests that he get himself a ball to throw. If, however, his throwing sand is an attempt to attract another child's attention, the teacher offers a technique better calculated to make friends by saying, "Ask Jim if he would like to dig with you" or "Tell him he may make the hole too." If the sand throwing is in protest against crowding and interference from too many children trying to use the sandbox, the teacher suggests another activity for the last comers, explaining that they can come back later when there is room.

*The Best Help Is Help That Foresees and Forestalls Trouble Rather Than Help Which Is Limited to Straightening Out Difficulties*

This demands the teacher's alert observation and awareness of what is going on. She may, for instance, be aware that a



child who has been running wildly around is approaching the group she is immediately supervising. She may successfully avoid letting his approach disrupt the group and start him working by such a remark as, "Here's a place for you, if you want to pound with us." Or, if a child has been contentedly using the toy automobile by himself, she may estimate that he needs help when she sees another child approaching him. By such a remark as "Here comes Jim. Maybe he'll want to play with you. You can give him one of the red automobiles" she helps him to accept the new arrival.

### *Timing of Help Is Important*

In any situation, the teacher may give the right help, but she may give it before the child is ready to accept it or she may give it too late, after the child has faced more failure than he can stand. For example, G., a child whose behavior presented many indications of insecurity, was struggling to get into her sweater. The teacher left her to struggle with it for several minutes. At last she said, "Turn the sleeve first, and it will go on easily." G. replied, "I won't," and threw the sweater on the floor. If the teacher had offered the same suggestion earlier, before G. had been discouraged by too much failure, it might have given her the help she needed. Another child with more confidence in himself might have been glad to solve the problem by himself.

### *The Teacher Strives Constantly to Remain Alert to the Total Situation on the Playground*

In this way, she knows what is going on and is in a better position to judge what the children's needs and purposes are when she is called upon to help. A methodical three-year-old was playing in the sandbox and noticed a loose board. He trotted to the work bench for a hammer, but there met an assistant who refused to let him take a hammer from the work bench, it being a rule that hammers are used only at the bench. He asked her to go into another part of the yard and, while she was gone, he took the hammer, went back, and hammered in the loose nail. A query as to his reason for wanting the hammer would have revealed a legitimate purpose.

*When in Doubt It Is Often Wise to Do Nothing Unless a Child's Physical Safety Is Involved*

By watching and waiting and attempting to understand the situation, the teacher is led to a more effective development of her teaching skills.

#### ASSIGNMENT

Report briefly:

A situation in which you successfully redirected a child's undesirable activity.

A situation in which you were unsuccessful in attempting to redirect undesirable activity. Why do you think you failed?

A situation in which you forestalled undesirable activity.

A situation in which you failed to forestall undesirable activity. Why do you think you failed?

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## VII

### HELPING THE CHILD ADJUST TO RESTRICTIONS IMPOSED ON THE SATISFYING OF HIS PHYSIOLOGICAL APPETITES

*In contemporary American society what is a young child  
required to learn in connection with satisfying his need  
for*

*food and drink,  
rest and sleep,  
elimination,  
shelter?*

In all cultures the satisfying of such physiological appetites as hunger, thirst, rest, and elimination is hedged about with customs of social usage. The young child as a member of a social group is required to adjust to the customs of his particular group or culture. His learning to adjust is therefore a part of his social development.

Incidence of feeding, sleeping, and eliminating problems in young children indicates that this learning does not always proceed smoothly. Individual children in nursery school are therefore likely to represent widely different levels of accomplishment. It becomes then very desirable for the nursery school teacher to have some knowledge of each child's level of accomplishment at the time of school entry. In the University of California nursery school a record of the child's progress is made on form S-2, in the appendix, at half-yearly periods before he enters school. With this information and an awareness of the educational content of these activities it is possible for the teacher to ensure each child a progressive educational experience in such eating, sleeping, eliminating, washing, and dressing activities as he may engage in during his hours in the nursery school.

The teacher may less directly influence these experiences in the home through her conferences and discussion groups with

the children's parents. In the nursery school referred to above a parent discussion group of six evening meetings each year helps to make parents aware of what they want their children to learn about sleeping, eating, and eliminating, why they want them to learn, and the steps they take to promote effective learning.

### EATING

At birth the child's response to hunger pangs is simple—he screams. When food appears he sucks and swallows. As he grows older he is required to learn to eat and like nutritionally approved foods, to make some sort of shift at feeding himself, to accept regular meal hours and a regular place for eating. If he is fortunate he may learn incidentally to appreciate eating in pleasant surroundings and may acquire some standards of what constitutes good food and good service. When he joins the family at table he finds that dining involves social participation as well as mastication and alimentation. The effectiveness of his learning depends on the teaching situation, the teaching methods employed, and his readiness for such learning.

In the nursery school the teaching situation obviously includes attractive, nutritionally adequate, well-cooked, and well-served meals. The attractiveness is only slightly less important than the nutritional adequacy as it determines the enjoyment with which the food is eaten. In one nursery school an inexperienced nutrition major submitted as a lunch menu poached eggs, mashed potatoes, creamed-cabbage, celery, junket, and bread and butter sandwiches, a nutritionally adequate but drab combination of foods, which were made acceptable by scrambling the eggs, baking the potato, buttering the cabbage, toasting the bread, and coloring the junket.

Comfortable seating is also a part of the teaching situation. The child as well as the meal should be well balanced. Table service that the children can manage comfortably, plates with curved sides and self-help bibs for the younger children, and hard-baked toast sticks to act as pushers constitute necessary equipment for children learning to feed themselves acceptably.

*New Foods Are Introduced in Small Amounts at Spaced Intervals*

Experience and investigation attest that the young child is a conservative in the matter of food.

*Combination of the New Food with Enjoyed Familiar Foods Helps Its First Acceptance*

In one nursery school, where the children greatly enjoyed spaghetti and tomatoes, ground liver was introduced successfully by including it in this dish.

*Emphasis Is on Tasting Rather Than Eating a Helping of Food*

This disarms the child whose announcement that he doesn't eat carrots is met by a quiet reply that he doesn't have to eat them, he only tastes them. Tasting is promoted to eating by the teacher's suggestion that now that he has tasted them, he will soon learn to eat them as the other children do.

*Occasional Choices Offered the Children When the Weekly Menu Is Made Up Provide an Opportunity to Indulge Particular Fancies*

Four-year-olds enjoy planning a lunch menu and even the young children like to have their suggestions for a particular dish carried out.

*Disliked Foods Are Served in Very Small Amounts to the Children Who Dislike Them*

An older child who is learning to eat a food he dislikes is often aided by being allowed to help himself to the amount he thinks he can eat. This gives him a choice, but at the same time ensures his becoming more accustomed to it.

*Food Is Served in Amounts the Children Customarily Eat*

As it is desirable that young children learn to clean their plates, thereby establishing a habit which can be used to ensure their intake of sufficient food, they are served at first the amount of food they can eat rather than the amount the teacher might

like to see them eat. With a clean-plate habit established, amounts can be gradually increased. With a record of the food eaten at home by the child, it is possible to determine approximately the nutritional requirements the noon meal should meet for individual children. Heaping servings have the same effect on a child's appetite as on an adult's.

*Helping Themselves to Second Servings Is an Inducement to Eat More*

The opportunity to serve themselves their second helping is generally an inducement to eat more. This accounts for the custom of serving milk in a pitcher in nursery schools. Pouring liquid is irresistible to a young child. The only way to keep on pouring is to keep drinking.

*Young Children Sometimes Need Help in Finishing a Meal*

Occasionally a young child may need to be helped to finish his food. The ingestion of a certain amount of food at regular intervals is necessary to promote good eating habits.

*General Methods Must Always Be Adapted to the Needs of Particular Children*

In helping children develop good eating habits, it is more important to know the children than to know general methods. The aim, after all, is to have children learn to enjoy rather than to ingest a well-balanced diet. Methods are means to this end, not ends in themselves.

Blanche Y., 3.6, came into the nursery school just after she had recovered from whooping cough. During this period, she had brought two distracted parents almost completely under her control during her paroxysms of coughing and had even managed to regulate her diet by stating that she "was going to pit up" when confronted by disliked food. At the first school lunch, she ate her first course with appetite, but left her carrots. When the teacher drew her attention to them, Blanche pushed her chair back and said, "I'm going to pit up," which at home had apparently been a signal for clearing the decks. The teacher quietly suggested that Blanche do this in the

toilet. She went out and returned, poked her carrots around, again announced her need for "pitting up," and was again quietly directed to the toilet. On the third trip, the teacher went along with her, raised the toilet seat, and looked expectantly at Blanche, who was confronted with the difficult situation of having a successful technique fail. To help Blanche out of this tight corner, the teacher said, "I don't believe you need to spit up. When you had the whooping cough, you were sometimes sick, but you're better now." "Oh, no," said Blanche, "I'm a very sick little girl." To hasten her return to health, the teacher said, "You *were* sick. Now you're a very fit little girl. Let's go back and take some of the carrots off your plate. You show me how many you can eat. Then you'll be ready for desert."

George C., by a process of selective regurgitation, had limited his diet to desserts, milk, meat, and bread. At his first meal, when his attention was directed to his vegetables, he ate two forkfuls and then regurgitated, a technique that at home had resulted in having his plate removed and a free selection of what he would like to eat. The teacher was undisturbed by George's accomplishment and merely said, "Dirty, George," and sent him out for a clean plate with a very small serving of vegetables. George took two forkfuls, again regurgitated. Again he took out his plate and came back with an even smaller serving, which this time he managed to keep down. The teacher said, "Fine, George. Tomorrow you can help yourself to vegetables and take just as much as you can eat," thereby giving George a chance to accustom himself to a disliked food.

Bill entered the nursery school at 3.6 with a history of gagging at the taste of egg. In his babyhood he had apparently had an allergy to eggs. Bill was aware of this. The first time eggs appeared on the lunch table of the nursery school he informed the teacher that eggs made him sick and refused to have anything to do with them. A little later at a birthday luncheon Bill ate sponge cake with no protest, no gagging, and no after-effects of any sort. Had this really been an allergy eggs would have made Bill sick regardless of the form presented in. From the evidence it seemed fairly clear that Bill's difficulty lay in the fact that he thought eggs would make him sick because he had heard his mother refer to his being sick after eating eggs when he was a baby. Next day the teacher telephoned his

mother and had a talk with Bill. She told him that when he was a baby eggs made him sick, that eggs often made babies sick, but that now he was getting to be a big boy in nursery school he could eat eggs as all the other children did. She asked him if he had ever cooked an egg himself. He hadn't. She told him that his mother would take him to the grocery in the afternoon and let him buy some eggs. Next morning he would be able to cook one. Eggs, she added, were either brown or white. He would have a choice. Bill had already learned to make toast and was an eager cook. Next morning he raced in full of smiles and eager to tell her, "I cooked it myself and it was a brown one."

The young child's skill and grace in feeding himself are affected by his level of motor development, the equipment he is provided with for self-feeding, and the sort of help and encouragement he is given. Before he can be considered independent in taking care of his needs at even a nursery table he has much to learn. Specifically this is what is required of him. He has to learn:

*To Seat Himself at the Table with His Feet on the Floor*

This is a simple problem for a sober adult, but not so simple for a young child. Frequently he has to be shown or told how to pull his seat out and slide it nearer the table after he is sitting on it.

His feet are likely to stray to his neighbors' laps. Returning them quietly to the floor keeps the child's and his neighbor's attention above rather than below the table.

*To Put on His Own Self-Help Bib or Adjust a Napkin on His Lap*

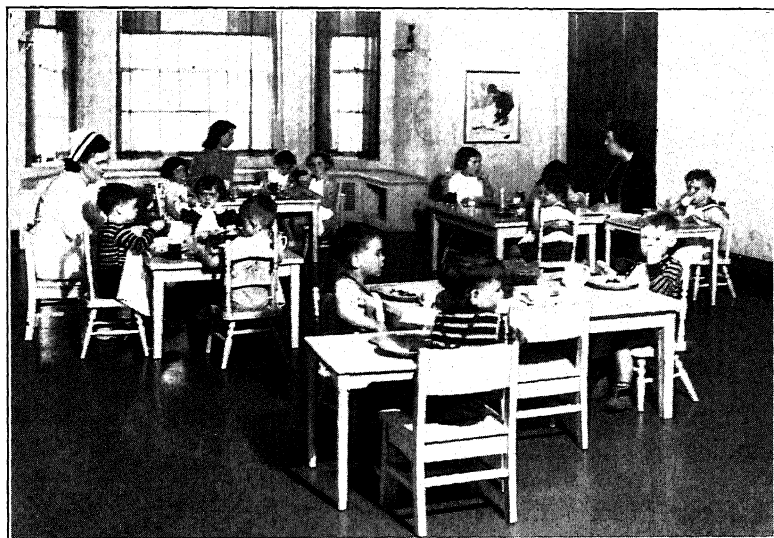
Graduation from bib to napkin is indicated when the child eats without spilling food on his chest.

*To Keep All Food on the Plate*

Casual laying around of his food is likely to be a holdover from high-chair days. Quietly returning his sandwich or his



celery from the cloth to his plate or an occasional reminder, "All food on your plate" or "On your plate," leads to more organized eating.



Cornell University.

One arrangement for eating, a room specially cleared.

### *To Chew with the Mouth Closed*

Any child who habitually repels his eating companions with vistas of half-chewed spinach and egg should be suspect for adenoids and commended to the attention of the school physician.

### *To Swallow Before Speaking*

The child who speaks from a full mouth is gently reminded to swallow first.

### *To Hold His Spoon with a Grown-up Grip*

The baby or palm grasp does not lead to the development of precision in getting food either off the plate or into the mouth. Children are shown how to hold their spoon, and quietly encouraged and commended for their more skillful use of it.

*To Point the Spoon Tip toward the Mouth*

The side presentation festoons the face with food. "This way" and a demonstration by the teacher help children keep their faces free of food.

*To Use the Toast Stick, Never the Fingers to Push With*

The child is reminded when he shows signs of coming to grips with his food to use his toast stick. If he has none, one is passed to him.

*To Hold the Fork with a Grown-up Grip for Lifting Food; a Palm Grip for Cutting*

Demonstration is more effective than recommendation.

*To Drink from a Glass without Spilling*

An unbreakable glass is an obvious choice for small children. Handles are unnecessary.

*To Pour Milk without Spilling*

One hand on the handle of the pitcher and the other in front to steady it make pouring practically spill-proof at any age.

*To Turn the Head from the Table and Cover the Mouth When Coughing or Sneezing*

The teacher provides example, demonstration, and assistance. She may occasionally have to remind an uninhibited cougher with a look or gesture.

*To Remain at the Table Until He Has Finished Eating*

The child who rises to leave with a cookie in his hand is reminded to "finish eating before you leave." Giving children an opportunity to take away their meat and vegetable plate before getting their dessert breaks what may be a long period of sitting for some children.

*To Replace Dropped Silver with Clean*

A basket or tray with extra silver on the serving table simplifies the replacement.

### *To Take Care of Minor Table Accidents*

A cloth, pan, and broom in a near-by cupboard and a matter-of-fact attitude on the part of the teacher as she reminds the child "to get the cloth and wipe up" dispose of table accidents.

The teacher helps the child in acquiring these skills by showing him how, by occasionally reminding him, and by giving praise and encouragement to his efforts. The teacher also exercises judgment in her guidance of self-feeding skills. A poor eater is often better left to his own devices until his eating habits improve. No age goals are set; children progress at their own pace. Any comments made to the children are made in a low voice and couched in as few words as possible so that a pleasant table atmosphere is not destroyed by constant reminders.

The social aspect of eating in a group is subordinate to getting the food eaten and learning self-feeding skills. For this reason, though the teacher tries to create a pleasant comradely atmosphere at the table, she does not stimulate conversation; rather, she keeps the children's attention on the business at hand. Noisy talking at the table is met with a quiet remark which directs the children back to eating.

Where a noonday meal is served in the nursery school, children's interest in this may lead to a variety of experiences for them, such as setting the tables, helping in the preparation of some food, shelling peas, baking toast sticks in a portable electric oven in the children's kitchen, and occasionally making Jello and baking fruits or potatoes. Pleasure in preparation of the food may lead to some marketing trips or visits to dairies and bakeries. Making cheese and butter in the school is a good introduction to modern processes of production of these foods.

### REST AND SLEEP

At birth, the infant manifests, in common with all other living organisms, definite alternations of activity and rest. Because he is born into a culture where economic and other considerations have made the day a period for activity and the night one for rest, he has to learn to adapt to these requirements. Specifically, he has to learn to go to bed at a regular

hour, to relax and fall asleep, to stay quietly in his bed, once put there, to sleep in a definite place—his bed, not the davenport or his parents' arms—and, finally, to become independent in the matter of undressing and betaking himself to bed. These adaptations are possible for the child, because the human organism is very adaptable and susceptible to modifications of its rhythm. Bad handling, rather than the adaption itself, is probably responsible for such maladjustments as resisting going to bed or to sleep.

### *At Rest Period the Teacher Creates an Atmosphere of Rest and Quiet*

In the nursery school the teacher helps children learn to relax and accept the rest period through providing a setting which suggests rest and quiet. If she has no room or space used exclusively for resting, she alters the character of a play space by putting away play equipment, setting out cots and covers, and lowering shades. A quiet period immediately precedes the rest. In the room itself a restful atmosphere is created through lowered voices of the staff members and the discouraging of any talking.

### *New Children Are Given an Opportunity to Adjust Gradually to the Resting Period*

Children entering school are given an opportunity to see the other children resting. They learn that they keep quiet in the restroom and do not disturb anyone else. They are not required to conform immediately in lying flat on their cots. They progress from staying on their cot with a teacher sitting beside them to lying down quietly.

### *Some Children Need Help in Learning to Relax*

Teachers help poor resters by sitting beside them, smoothing the covers, and laying a soothing hand on them to see that they are limp rather than tense. A child disturbing the group is moved quietly, so that he is out of range. At the beginning of the semester, music aids in helping the children relax. The regular playing of music at this time, however, is not desirable,

as children should learn to relax without this help. Incidentally, constant association of drowsiness with music may foster opera-audience somnolence in later life.

*Value of Afternoon Nap in School Depends on Sleeping Facilities Provided*

Where children stay at school for an afternoon nap, the physical facilities largely determine the value of the nap period for the group. Individual screens, provision for undressing, a comfortable bed and covering, dim lighting, and good ventilation are obvious requirements. The aid the teacher gives the children is in promoting an atmosphere of quiet, in sitting by a poor restor and helping him relax, and in seeing that children whose naps are over go quietly outside without waking the children still sleeping.

ELIMINATION

At birth the infant responds to pressure in his bladder or muscular sensation in his rectum by voiding or eliminating regardless of attendant circumstances. Before his eliminating behavior is acceptable in contemporary American society his involuntary relaxation of the sphincter muscles concerned in voiding and defecation must be brought under voluntary control.

Specifically, the child has to learn:

*To Associate Certain Sensations and Tensions with Urination or Defecation and to Regard Them as a Warning of Impending Urination or Defecation*

He has to learn:

*To Delay Urination until Socially Approved Conditions Are Present and to Arrange to Get to the Socially Approved Conditions in Time*

Finally he has to learn:

*To Take Care of Himself, to Unfasten Buttons If Necessary, Flush the Toilet, and Wash His Hands After Going to the Toilet*

The teaching situation in the nursery school calls for an adequate number of either junior toilet fixtures or adult fixtures made accessible to the child by steps or boxes and children's seats. Equally necessary is clothing that is easily taken care of by a young child. This the teacher may exert some influence over through occasional exhibits of children's clothing, through parent-staff meetings and conferences, and through mimeographed sheets of information for parents. A summary in the bathroom of each child's level of independence in regard to coming to the toilet gives the teacher a starting point from which to develop progressive independence in individual children.

By the time most children come to the nursery school, they are at least at the stage when they are accustomed to being dry, to urinating in the toilet, and being taken or reminded to go there by their mother. Occasionally, however, a teacher may have to start from scratch.

*Young Children Progress Faster When the Same Teacher Helps Them Each Day*

Bobby, 2.0, was brought to a nursery school associated with a public school in a congested area in a city. His mother was sick; his father was at work all day. The child was in need of the services a nine to four nursery school offered. During his first week he was somewhat disturbed by the new situation and had toilet accidents at frequent intervals. In his second week an assistant was assigned to help him. On the first morning she kept a time record of his urination. When an accident occurred Bobby was taken to the toilet, encouraged to complete emptying his bladder there, and helped into dry clothes. He gave the teacher some assistance with a short-handled mop in drying the floor. The following morning the assistant approached him a little before his urination periods of the previous morning. She said, "Toilet now, Bobby," took his hand, and went with him to the toilet. When he urinated in the toilet she said, "Fine, Bobby," and gave him a pat. On the fourth

day Bobby had no accidents. Consistent help and friendly support from one person had started him on the first stage of a learning process. He had experienced the comfort of dry clothes, had been given many opportunities to associate urinating with a toilet, had been encouraged and praised when he made this association, and had become aware that the toilet was an accepted place for urination, while the playroom floor was not.

*Children Are Accustomed to Gradually Lengthening Periods between Urinations to Help Them Gain Greater Control*

Gradual lengthening of the periods at which children are taken or reminded to go to the toilet extends the intervals between urinations, making fewer interruptions in the child's play.

*Children Are Encouraged to Develop Progressive Independence*

Children who remain dry because a teacher either reminds them or takes them to the toilet at regular periods are given an opportunity to distinguish between their sensations at a time when they need to go to the toilet and a time when they do not. Approaching a child who is on a regular schedule, the teacher says, "Toilet now?," fifteen minutes before his time to come indoors. When the child says no, the teacher says, "All right, tell me when you have to go," thus shifting the responsibility to the child though still keeping an eye on him to prevent accidents. As soon as a child indicates that he knows when he has to go to the toilet he is no longer kept on a schedule. The teacher reinforces his awareness of his need with an occasional question or reminder.

*Older Children Are Allowed to Suffer the Inconvenience of Their Accidents*

Occasionally, an older child has accidents because he will not take the time to come indoors. In most schools the older children have no change of underwear at school. An accident, therefore, means sitting inside while the wet pants dry, a very salutary experience for the child who is simply careless.

*Children's Mothers Are Informed of Accidents*

As toilet accidents are often associated with the onset of colds, mothers are informed of such occurrences. Accidents may also be symptomatic of emotional disturbances. When they occur in a child who has previously had no difficulties with bladder control a check on possible sources of strain or tension in the child's environment is indicated.

*A Young Child May Need Help in Learning to Urinate in a Strange Bathroom*

Dicky, 2.4, entered a summer nursery school with a morning program running from nine to one. On his first morning, though he drank copiously and seemed in need of going to the toilet, he stood blankly in front of it. Running water and murmured suggestions from his teacher left him unmoved. After his father picked him up at noon, the teacher called his mother and found Dicky had gone immediately to the home toilet on arrival, with great need and great relief. Next day, though he drank even more heavily, the situation was the same. The teacher asked his mother about his toileting at home, learned that he always used a chamber of his own and was taken by his mother. Next morning, at the teacher's suggestion, a large newspaper parcel accompanied Dicky to school. Confronted by a strange bathroom and a strange teacher, his familiar fixture redeemed the situation. It was kept at school two days and, on the second noon, went home with a note to Dicky's mother which informed her that her son was now reconciled to modern plumbing facilities.

*Suggestion Plays a Part in Developing Habits of Bowel Elimination as Well as Bladder Control*

Sometimes, the teacher may be able to help a child who has developed bad habits of bowel elimination.

Madge arrived late her first three mornings in nursery school. On inquiry, the teacher found the lateness was due to Madge's having what she called "an enemy." Her mother explained that Madge was constipated, that constipation had run in the family for two generations, resulting in Madge's morning encounters with "the enemy," the procedure being to sit her on the toilet



for ten minutes, with a more or less predetermined idea as to the outcome in both Madge's and her mother's minds. The teacher discussed Madge's diet with her mother, but, even after three days of a very laxative diet, there was no success. The teacher then decided to see what a complete change of situation would do. With the mother's approval, she told Madge that she had been late in the mornings and missing play in school because of "the enemy." She told her that tomorrow she could come to school right after breakfast and have her bowel movement in the teacher's bathroom upstairs. She was told that she would not need an enema. Next morning, Madge arrived bright and early, having informed the neighborhood of her immediate destination. The teacher took her upstairs, gave her a little bell, which she told her to ring as soon as she was through, and not to flush the toilet. On the third step down, the bell rang loudly. When the teacher went in, Madge looked at her with great satisfaction and said, "I've done a big job!" A week's usage of the teacher's bathroom and a carryover of the bell ringing the first two mornings at home successfully overcame what her mother had been convinced was an inherited tendency.

### *Judgment Should Be Used in the Handwashing Expected of Young Children After Going to the Toilet*

Urine is a sterile fluid. In going to the toilet very young children usually touch neither the urine nor any part of their own bodies. The only justification for handwashing after such a process is to make automatic a habit which will sometimes be of value. For a child just beginning toilet training, omitting such frequent washing simplifies the situation for him. Later the pleasure most children take in any contact with running water generally offsets the inconvenience imposed by washing and drying.

In a middle western nursery school a student teacher was observed bringing a two-year-old in snow suit and mitts to the bathroom. As it was a matter of emergency the teacher took care of the necessary unfastening. When the child had urinated, she had him take off his mitts, roll up his sleeves, and wash his hands. Apparently both child and student regarded this as a ritual procedure.



*Cornell University.*



*Oregon State College.*

Locker and bathroom furnishings encourage independence.

*Where Children of Both Sexes Use the Same Bathroom at the Same Time Simple Explanation of Anatomic Sex Differences Is Sometimes Necessary*

Jane, 2.1, an only child, watched with interest the boys standing at the toilet. Later she stood by the toilet herself, looking somewhat nonplussed. The teacher said, "Boys stand, girls sit." As Jane's use and understanding of language develops, this statement may be elaborated to meet her needs.

WASHING

The type of washing done in a nursery school depends on the program. Where the children are in school for only three hours, washing the hands after the toilet or after playing with sticky materials is all that is necessary and can easily be taken care of with unstoppered bowls, liquid soap containers, and paper towels. This equipment makes the whole process as simple as possible.

Where the children stay for lunch, face washing and hair combing before lunch call for individual towels, wash cloths, and combs, and some guidance from the teacher. To prevent confusion, and make possible the use of the bathroom by many children during a short period, a more or less routine procedure which may be stated simply to the children becomes almost necessary. In one school, the following statement suggested the plan of action:

Stopper in.  
Water in.  
Water off.  
Soap the hands.  
Rinse them off.  
Stopper out.  
Get the cloth.  
Wet the cloth.  
Squeeze it out.  
Wipe the face.  
Hang up the cloth.  
Dry face and hands.

Statements were offered only when the child seemed uncer-

tain as to what to do next. Though this may seem like a rigid systematization, without some system, before-lunch washing is likely to become confusing and disturbing to the children. Apparently, verbal suggestions do not disturb the children. In one school, where the student teacher began "Stopper in," the child forestalled any further comments from her by completing the entire series of statements. Another enlivened his father's shaving by chanting the washing routine to him.

### DRESSING

In the matter of dressing and undressing and keeping himself suitably clothed the young child has much to learn. As a baby he finds out that shuffling or pulling on socks eventually removes them and that a smart tug unseats most headgear. What a child learns after these initial discoveries depends on his clothes and his dresser.

#### *A Child May Learn the Physical Skills Involved in Dressing Himself*

Learning of this sort is obviously conditioned by the sort of clothes the child has to cope with. Though ease in putting on and off is only one criterion in the selection of clothes, the following features are worth recommending to parents who are buying new garments for their children.

Two-piece undersuits save complete undressing of young children after "accidents."

One-piece underwear should have buttons firmly but loosely attached and an elastic drop seat.

Girls' pants, if buttoned, should fasten at the side with two buttons of reasonable size loosely attached. Buttonholes should be roomy.

Raglan sleeves on girls' dresses are easy to put on and allow for growth. Fitted armholes and puffed sleeves cannot be recommended on either of these scores. Front fastenings, buttons, or zippers are indicated for independent fastening.

The size and position of buttons on boys' suits govern their development of independence in managing them. Concealed buttons are too difficult for young children to fasten.

Pullover sweaters should have either a large neck opening or a zipper front. Jackets should have front fastenings and reasonable-sized buttons.

Two-piece playsuits are more convenient for children's toileting than one-piece garments. Incidentally, they allow for growth. Zippers are the easiest fastening in stiff material.

Coveralls with a drop seat and front fastening are the simplest type of coverall garment for young children to manage. Overalls with crossed straps at the back are a difficult problem for both boys and girls at the toilet.

Drop seats in playsuits make both toileting and undressing simple for the youngest children.

Marking the front of garments with a cross helps children distinguish back from front.

Fastening gloves or mitts by a long tape to the neck of a snowsuit reminds the child to put them on and prevents their loss.

A shoe horn is an aid at all ages in putting shoes on.

A low seat makes shoe lacing simpler.

The child who is provided with clothes that are relatively simple to put on and off needs only a little demonstration and encouragement. Trial and error continued for any length of time are likely to be hard on both the disposition and the garment.

*Movements Used by the Adult in Helping Children Dress and Undress Should Be Simple Consistent Ones that the Child Can Duplicate*

Muffled cries and protests proceeding from a mass that is part sweater, part boy in the process of vigorous separation may result in the removal of the sweater but the red-eared child who emerges is likely to have learned nothing about sweater removal except disapproval of the process.

In wintertime, where many children are undressing after play outdoors, an established order of dressing and undressing simplifies matters for both the children and the staff. The order used in one school is given below:

## NURSERY SCHOOL LOCKER ROOM

*Order of Dressing*

1. Sweater on
2. Leggings on
3. Rubbers or galoshes on
4. Jacket on
5. Scarf on
6. Hat on
7. Mitts on

*Order of Undressing*

1. Mitts off
2. Hat off
3. Scarf off
4. Topcoat off
5. Sweater off
6. Rubbers off
7. Leggings off

In the locker room, the teacher endeavors to keep the children working with as little comment as possible on her part, so that they are not harassed or hurried by urgings from her. Children need to be reminded, if they forget, to take out only one garment at a time from a locker and to put each away as it is taken off. No explanation is needed save the reminder "Just your sweater now" or "Hat away first." If the child asks help in putting off or on garments he is marked on his chart as being able to remove, he is reminded that he is able to do it himself, that it is marked on his chart. If interest is flagging in the group, a comment that "Jack is working well" or that "Bill and Jane have their hat and sweater off and are working on their leggings" provides a little motivation. The teacher never says, "Let's see who will be first." If a child is slow, the teacher may suggest that he keep busy; if he is disturbing others, it is suggested that he undress outside the locker room by himself.

If dressing is proceeding at a reasonable rate, it is not necessary to say anything about it. A cheerful attitude which assumes that everyone will dress himself and keep moving is much better than unnecessary comments or exhortations. In helping a young child learn to put on leggings, the teacher sits beside him, as this position duplicates the child's and makes it easier for him to imitate adult example. A child who is learning to button is given an opportunity to fasten the last button, thus getting the feeling of completing the job. A child who cannot get his rubbers on entirely unaided is encouraged to put his toes in and have the teacher help him finish. In all, the teacher encourages the child to do everything he can manage. However, there are times when tired children should be helped. The teacher should always use judgment in seeing that, while

independence is encouraged, children are not unduly burdened with the business of dressing and undressing, a process that even adults are glad to have help with.

### *A Child May Learn Something of the Hygiene of Clothing*

The child learns something about the hygiene of clothing through his realization of the relationship between type of clothing and weather conditions. The teacher helps him by simple statements of these relationships. She says, "The ground is wet. You'll need rubbers today." "You're getting warm, John. You could take your sweater off." Simple though this point may seem, some adults go through life without making such associations. Middle-aged gentlemen, whose wives have to remind them to wear rubbers and carry umbrellas, have apparently learned to associate the need for these with a woman's reminder rather than a weather condition.

### *The Child May Develop Some Sense of the Fitness Certain Clothing Has for Certain Activities*

This is fostered by the children's use of play clothes in school, of aprons for painting and clay work, and bathing suits for bathing.

### *The Child May Learn to Take Care of His Clothes*

In the nursery school the child learns to hang up his clothes in his own locker when he takes them off and to protect them from sticky material by using an apron for clay modeling and painting.

The appreciation the child develops of color and line in clothing depends on the selection of his own and his associates' clothing. Probably all that the nursery school can contribute here are attractive smocks and aprons for painting and clay work, colorful materials for dramatic play, and colorful, attractive clothes worn by the staff members. Children's comments reveal their interest in and approval or disapproval of clothes worn by staff members.

In the early days of nursery school Miss C. wore cotton smocks and ground grippers in the nursery school. One morning when

she was going out to a lunch meeting she appeared at the children's rest period in a dress and street shoes. As she left she overheard one of the girls say, "Miss C. has on her good dress today." A boy said, "Yes, she has on her good shoes, too." The little girl replied with a sigh, "My Sunday School teachers wear more prettier dresses than my college teachers"—a remark which Miss C. took to heart with good effect.

Story books, such as *Pelle's Blue Suit* or *The Story of Wool*, and experiences with cotton bolls, raw wool, and a simple loom give the children some idea of the manufacture of textiles.

#### ASSIGNMENT

Furnish illustrations in which a teacher fostered the child's development of independence in (a) dressing, (b) eliminating, (c) resting.

#### RECOMMENDED READING

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## VIII

### MOTOR DEVELOPMENT

*What motor activities and skills are possible for two-, three-, and four-year-old children?*

*What equipment could be devised to encourage the development of such skills?*

*What is the teacher's function in fostering the child's development of motor skills?*

*What part can the school and home play in fostering this development?*

To the young child life is motion. A yard of nursery school children is a yard in motion. Even at this age, however, there are great differences in activity and skill, and interest in activity and skill. The boys as a group are a shade more active than the girls. They also show a slight sex difference in their choice of activity. The wagons, the blocks, and the planks and ladders are more often their choice; the doll corner, the clay, and art materials more often the girls'. Why, we do not know. Society, however, early takes a hand in such matters. Grandpa is likely to buy a doll for his two-year-old granddaughter, a wagon or train for his two-year-old grandson. The mother who sends her young son forth for the day in a formfitting playsuit is likely to favor a dress with puffed sleeves and smocking for her daughter. This may add something to the daughter's charm but nothing to her comfort and peace of mind when she starts climbing on equipment. Incidentally, tearing clothes without censure is likely to be a male prerogative.

Turning from boys and girls to young children in the mass, here and there a particular child stands out by virtue of his superior motor performance. Dr. McGraw's Johnny swam, dived, climbed, jumped, and skated with a prowess far beyond not only his untrained brother Jimmy but also the vast majority of children his age. In one nursery school, where a twenty-

foot rope suspended a tire swing from a tall tree, no child in fifteen years essayed to climb it. Then, one summer, the twin four-year-old daughters of a forest ranger shinned expertly up its length and peered down through the leaves into the anxious faces of the nursery school staff, none of whom could have matched this feat.

Within a group of children the same age, climbing, balancing, aiming at a target, chinning a bar, guiding a wagon down hill, and using a hammer with precision are therefore likely to be at different levels of accomplishment in different children. Moreover, the good climber is not always the good shot, the skillful guider, the stable balancer, or the expert buttoner and tier of laces.

What do these differences in skill mean to young children? Should it be our endeavor to develop all-round athletes, to foster specialization, or simply to leave the whole matter up to chance—letting the active exhaust themselves and the sedentary sit?

### *Activity in Which Large Muscle Groups Are Brought into Play Is Beneficial to the Child's Health*

The child who lives in a city apartment reached by an elevator, or in a home with a microscopic yard, is likely to have limited opportunity for exercise. With climbing restricted to the davenport and his parents' persons, balancing curtailed to a few forbidden moments on the bureau top or the window ledge, jumping reduced to an occasional bounce on the inner springs, and all throwing opportunities at a premium, the preschool child is hard put to it to keep himself in the pink. Lack of such opportunity conduces to poor muscular tone, poor posture, indifferent appetite, and a general lack of sparkle. Vitamins, even the best vitamins prescribed by the best pediatricians, cannot completely compensate for this lack.

### *The Nursery School Provides Children with Opportunities Lacking in Most of Their Homes for a Variety of Motor Activities*

The purpose of yard equipment in the nursery school is to make various types of motor activity possible and enjoyable

for the children. The only limitations to such equipment are the motor skills attainable by nursery school children and the ingenuity of teachers in devising equipment to foster the attainment of such skill. Up to the present, the mail-order appearance of most nursery school yards indicates that this ingenuity has not been overtaxed. Research findings also indicate that the range and level of motor skills attainable by young children could profit from further investigation.

Common preschool activities may be provided for as follows:

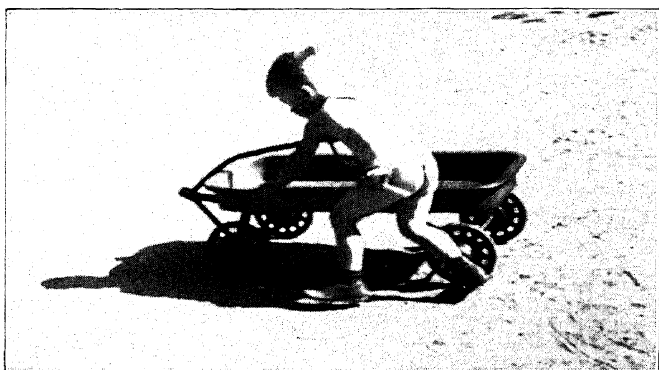
**RUNNING.** Clear open space, and a ground surface that does not graze knees in falling. Hand and foot balls to run after, wagons to pull behind, planks raised from the ground at one end to give a running start.

**THROWING.** Bean bags, being easy to grasp, offer a good first experience. Balls call for more skill. A hoop or box to throw the balls in calls for still more skill and precision in throwing.

**JUMPING.** A bouncing board made of an 8-inch flexible plank, supported at each end, about 6 inches from the ground gives the children a chance to bounce up and down and acquire the motion and spring necessary for jumping. A springboard, made by inclining a plank over a sawhorse or stationary support, gives the child a similar type of experience in which he actually jumps from board to ground. A jumping pit with a sawdust or tanbark bottom makes for easy landings.

**CLIMBING.** Stairs have interest for the youngest children. The junior-size Jungle Gym, with its many bars and footholds, offers increasingly difficult problems in climbing as do two rubber tires suspended by a rope.

**PEDALING.** Kiddie cars for the younger children, tricycles for the older ones, and a smooth, level, or only a slightly sloping, paved space to ride them on furnish graded pedaling experience.



A range of skill in the use of wagons.



Punching with gloves and bag.

**PUSHING AND PULLING.** Hollow blocks, wagons, planks, and ladders; and spades for digging.

**HITTING AND PUNCHING.** A punching bag and two pairs of boxing gloves.

**SUPPORTING OWN WEIGHT.** A horizontal bar and parallel bars offer opportunities for bar-circling and "skinning the cat."

**KICKING.** A football, and the space to kick it in. A punching bag suspended by a long string at comfortable kicking height.

**CREEPING AND CRAWLING.** These are encouraged by having casks the children can crawl through; boxes with small openings they have to squirm through; and inclined planks. In one nursery school, the children have had great pleasure from crawling through lengths of sewer main discarded at the factory.

**RHYTHMIC EXPERIENCES.** A seesaw which is firmly fastened at the pivot and has handles at each end for the children to grip; a bouncing board; rocking boats of various types; a swing with a canvas seat. (Wooden seats may chip front teeth.) A trapeze and rings.

**HAMMERING, POUNDING, AND CONSTRUCTION.** Wooden peg-board for the younger children; hammer and nails, lumber, screws, hooks, glue for the older ones.

**SOMERSAULTING, ROLLING, AND TUMBLING.** A gymnasium pallet or mattress.

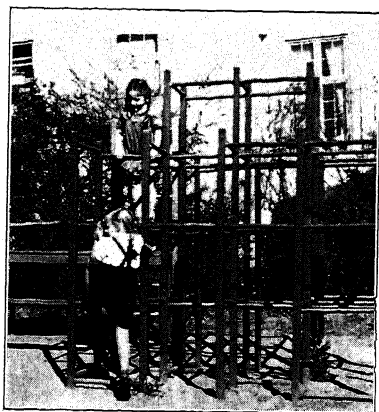
**SWIMMING.** An inset of wooden planks in a swimming pool where temperature and purity of water are adequately controlled makes it possible for children to have the experience of floating, dog-paddling, and hanging to the side and kicking.

*Equipment Should Provide for Degrees of Skill As Well As Varieties of Skill*

If the young child's development of skill is to be progressive, equipment must challenge him to develop gradually increasing



Provision for creeping and crawling activities.



Climbing equipment that offers a challenge to different levels of skill.



muscular skill and coordination. A plank supported at one foot from the ground may offer breath-taking balancing for a two-year-old; four feet from the ground may be required to offer any thrill to a four-year-old. A wooden ladder firmly lashed at one end to the Jungle Gym may be a real climbing experience to a novice; a rope ladder free at one end may be needed to challenge the veteran climber. Dragging some blocks in a wagon may be fun to the two-year-old; steering the wagon with himself in it down a slope is more likely to be fun to a skillful four-year-old.

A well-equipped nursery schoolyard offers some challenge to the most skillful child in the school and some opportunity for successful achievement to the least skillful.

*The Nursery School's Major Objective in Regard to the Child's Motor Development Is to Foster His Enjoyment of a Variety of Motor Activities*

The young child does not exercise to improve his figure, to keep his place on the team, or to raise his handicap. He does things because they are fun and because they absorb his interest at the time. Making activities fun for a little child is largely a matter of making them safe so that he does not have painful or frightening associations with them, of providing him with his age peers to share his activities, and offering a little adult interest from the side lines.

Peggy, 3.4, had one foot on the lowest rung of the rope ladder. As she tried to climb, it swayed with her. She got off. She started again, got off again and looked at the teacher. The teacher said, "I'll hold the ladder steady until you get started, then you'll be able to climb all the way up." The teacher steadied it until Peggy was near the top. As she climbed into the tree tower, the teacher said, "Fine, Peggy. You'll soon be able to manage it all by yourself."

Providing children with opportunities to try themselves out on a variety of activities gives each a chance to find out what he likes to do and what he does easily. The laborious climber may discover that he has a sure balance, the unsuccessful

featherweight boxer that he has an easy spring in jumping and a fast pace in running.

### *Young Children Are Taught to Make Safe Use of the Equipment*

Safe use of equipment may be taught by demonstration. The teacher shows children how to box with straight level thrusts, directing their blows only to the body, not to the face or head of their partner.

To the inexperienced or the careless, the teacher suggests safe use of equipment by simple statements the child can remember. These are offered only as the occasion demands, not as a running accompaniment to the children's activities.

Examples of such cautionary comments are:

JUNGLE GYM. "Two hands to climb."

"Hold tight."

"Catch the plank by the cleats."

"Catch the ladder under the bars."

"Watch for fingers."

BOUNCING BOARD AND SPRINGBOARD. "One at a time."

TRICYCLES AND WAGONS. "Good drivers look out for people."

ROCKING BOAT. "Wait till the boat stops to get off."

"Wait till the boat stops to get on."

(For small children) "Both hands on the rail."

SLIDE. (For the younger children, one-way traffic is encouraged.)

"Off the slide, Bill, John's coming down."

HAMMERING AND POUNDING. (Unless a child has a specific legitimate purpose, hammers are used only at the carpenter's bench.) "Hammers and saws stay at the bench."

Dangerous activity is redirected. The sand thrower has his energies directed to tunneling or sieving or some activity outside the sandbox before he succeeds in filling his companions' eyes with grit.

Occasionally it may be necessary to remove a child from a piece of equipment which he is using in such a way as to endanger others or to interfere with their enjoyment. A boy pushing another child on a high place is immediately lifted down to play on the ground until he can remember to play safely. Sometimes the teacher may forestall such activity by suggesting a safe use of equipment which she foresees will not continue to be used safely.

Teddy picked up some smooth pebbles in the yard. He fitted one experimentally into his ear. The teacher foresaw that others might end in his nose or mouth or be aimed at his friends, a group of whom were beating drums and shaking bells to music near by. She told Teddy he could get a tin cup, put his pebbles in it, and make a rattle, and keep time with the music. He got the cup; she tied a cover over it, and he marched around enjoying the sound of his stones in the cup.

### *Safe Use of Equipment Is Approved*

The young child who steers his tricycle out of the way of another child running in front of him is told, "Nice driving," and given an approving glance. The boy who stops the other children from rocking the rocking-boat until a child gets safely on is commended with, "John's a good captain. He waits till everyone is on the boat." The teacher uses judgment in the timing and directing of these remarks offering them to define safe use of the equipment when she feels it necessary and to encourage the child who is making progress in learning the safe use of equipment.

The teacher sets children an example by her own quiet alert supervision of activities, her foreseeing of possible dangers, and her direction of the children's attention to the need for care. To the boy who is getting ready to rock the rocking-boat while another child is only half on, the teacher says, "John's getting on." She makes no additional remark in regard to the need for holding the boat still if the child responds appropriately to her first statement. Her aim is to have the children learn to delay rocking because another child is not safely settled, not to delay rocking simply because she tells them to.

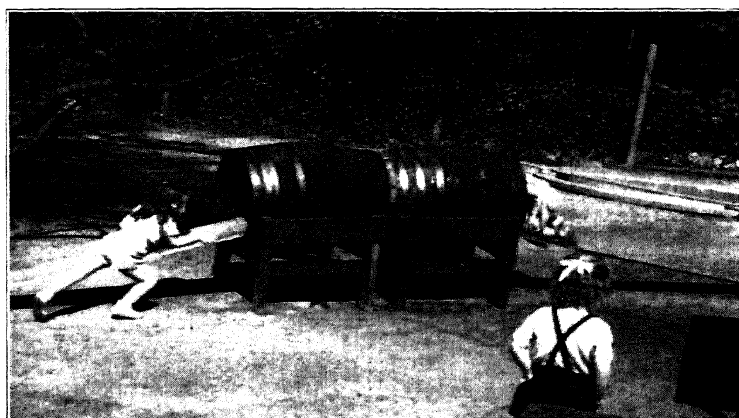
### *The Teacher Encourages Parents to Dress Their Children Suitably for Active Play*

Mothers frequently ask for advice on clothing suitable for play. An occasional display of selected garments from the local stores, of garments actually worn by children in the nursery school, of pamphlets or garments available from the State Extension Department of Home Economics, or of mimeographed material prepared by the teacher helps parents develop criteria to use in selection of their children's clothes. Pants, short or long, are the obvious choice for both boys and girls, as dresses catch on climbing equipment and slides. Strangely enough, while the children's mothers put on playsuits and shorts for tennis and active sports, they often see no inconsistency in sending their young daughters out in a type of garment which they themselves have discarded as hampering for their play activities. A feminine version of the boys' playsuit is achieved by a different cut in the shorts and a different selection of colors and detail.

In passing, staff members have something to contribute in their own selection of clothing for supervision of active play. A teacher who shivers on a snowy playground in a short jacket, silk stockings, high-heeled shoes, and thin gloves is handicapped in promoting active outdoor play. Incidentally, she is not likely to linger outdoors for long. A ski suit is a more sensible choice for such circumstances. In summer, slacks or culottes have some advantages over skirts for supervision of outdoor play.

### *Young Children Sometimes Need to Be Encouraged to Try Out Pieces of Equipment*

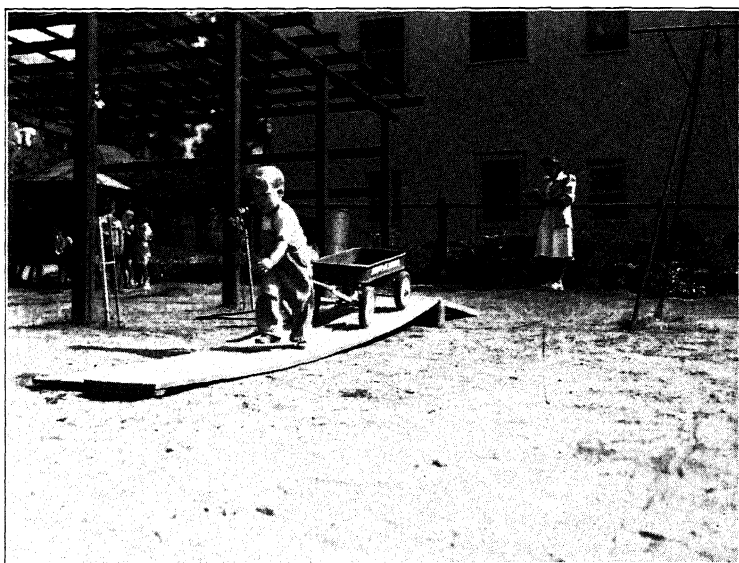
Bill, 2.6, was devoted to a red wagon. He attached himself to it every morning on arrival and pulled it around after him for the greater part of the morning, except for short periods in the sandbox. His attachment to the wagon made something of a problem for the other children. One morning when Sue, 2.8, was in it, he pulled her over to the rocking boat. Sue got off and on to the boat, tried to rock it by herself, while Bill looked on. A teacher suggested that if Bill got on the other side, he and Sue could rock each other. Suggestions of this sort from the teachers encouraged Bill to try out other equipment.



Shorts or slacks for active play. Skirts catch on planks.

*Development of Skill May Affect the Child's Social Security and Popularity in the Group*

Jean, 4.2, was a timid child, who stood around watching the other children. When they climbed into the tree house and came shouting down the slide as firemen, she backed out of their way because she never felt comfortable climbing unless



Oakland Bridge.

Movable equipment (planks and blocks) used to set up a new play center.

she had the ladder to herself and a teacher within reaching distance. She usually came to school in full, smock dresses, which were a distinct handicap in any climbing activity. Her teacher persuaded her mother to send her to school in coveralls, commenting on how well she would be able to climb now, with no skirt to get in her way. That afternoon, Jean's father came in to see her climbing. With the right clothes, a little encouragement, and the development of skill, Jean became a member of the group, a fireman, or a sailor as the situation demanded.

Sometimes a little home cooperation, such as a horizontal bar in the backyard for home practice and some tutoring from father, may be very effective in helping a timid or sedentary child to develop skill and enjoyment in activity.



Development of carpentry skill leads to a group project—"a house."

*The Teacher Rearranges the Movable Yard Equipment to Set Up New Play Centers and to Suggest Activities to the Children*

From time to time the teacher rearranges the movable yard equipment. Changes of this sort not only direct the children's interests and efforts to different types of skills but also encourage them in their own manipulation of the equipment. The photograph on page 112 shows a very simple arrangement in which the teacher made a runway by raising the planks from the ground at one end to suggest the Oakland bridge. The young children ran up and down it, the older ones ran their wagons and tricycles over it. It provided an interesting and enjoyable experience for all-age members of the group.

*Opportunities Are Provided for Children's Motor Skill to Contribute to Group Activity and Interest*

The photograph on page 113 shows the older children at work on their house. In this project, laying foundations, cementing the floor, nailing on shingles and boards gave each child an opportunity to contribute his skill to the carrying out of a group plan.

In their group music, singing games, and dance activities, the children draw on their repertoire of movements. The greater their repertoire, the greater the possibilities for dramatization. The giant stretches up on tiptoes, the bear walks with hands and feet touching the floor, the elephant bends with swaying trunk, the jack-in-the-box crumples down to the floor before starting up straight, the elevator slowly rises to tiptoes and sinks to its knees, washing is hung on the line by stretching the arms overhead, and bending to the basket on the ground. Movement, muscular control, and coordination thus offer the child a medium for expressing ideas and feelings.

Development of motor skills necessary for the child's independence in taking care of his own needs, his eliminating, eating, dressing, and washing has already been discussed in Chapter VII.



## ASSIGNMENT

Using the movable yard equipment, set up a new play center. In a report, state the motor activities it makes possible for the children and the children's use of it. Illustrate with photographs.

## RECOMMENDED READING

- BAYLEY, NANCY, *The Development of Motor Abilities during the First Three Years*, Washington, D. C., Monograph of the Society for Research in Child Development, Vol. 1, No. 1, 1935, 26 pp.
- GOODENOUGH, FLORENCE L., and RUSSELL C. SMART, Interrelationships of motor abilities in young children, *Child Development*, 6:141-153, 1935.
- JERSILD, ARTHUR T., *Child Psychology*, revised and enlarged, Chapter IV, *Motor Development*, New York: Prentice-Hall, 1940.
- KARR, MARGARET, Development of motor control in young children; coordinated movements of the fingers, *Child Development*, 5:381-387, 1934.
- McCASKILL, CLARA L., and BETH L. WELLMAN, A study of common motor achievements at the preschool ages, *Child Development*, 9:141-150, 1938.
- McCLURE, SUE COOK, The effect of varying verbal instructions on the motor responses of preschool children, *Child Development*, 7:276-290, 1936.

# IX

## LEARNING TO LIVE WITH OTHER PEOPLE

*What does learning to live with other children entail for the young child?*

*In what ways may the teacher help him?*

Though human beings have inhabited this planet for many thousands of years one has only to glance at the morning headlines to see that they still have much to learn in the matter of living together.

The social values of nursery school attendance are perhaps its most widely recognized ones. The reason parents most frequently give for wishing to enroll their child in a nursery school is that they want him to learn to play with other children.

What does the nursery school offer to justify these expectations? Its objective for the social development of the young child is that he enjoy associating with others and that others in turn enjoy associating with him. No one, child or adult, is likely to put forth much effort in trying to understand and conform to the wishes and interests of a group of people whom he does not enjoy being with. The child's first need then is to enjoy his experience with others.

What he has once enjoyed he is likely to seek. The child who eagerly seeks companionship with others is ready to learn to adapt to the demands of a social group, to develop understanding of other children's feelings, to share their interests and activities, and to add to their enjoyment through his own interests and activities. He is ready to develop the social techniques necessary in getting along happily with other people.

The nursery school helps the child in this development by offering him the companionship of children his own age. Playing with others his own age gives the child the soundest basis for building concepts of his self and his place in the group.

On the nursery school playground the child is among relative equals in contrast to his situation in the average home. What he does stands on its own merits. Furthermore, he has a chance to see what responses different types of behavior provoke in his age peers. He learns from experience the sort of approaches that lead to pleasant social relationships and the kinds that result in unpleasant frustrating ones. In addition to children his own age, the nursery school provides materials which foster group play and self-expression and teachers who have some understanding of child behavior. The skillful teacher has much to contribute to the child's social development.

*The Teacher Seeks Understanding of the Child's Level of Development at the Time He Enters School*

If the teacher is to help the child effectively in his social development she needs to know something of his level of development at the time of school entry. It is not enough to know that the child has or has not had play experience with other children. The teacher needs to determine what sort of experience he has had. Play with older children may have resulted in the child's being teased, bossed, or indulged; play with younger children may likewise have resulted in his learning to boss or dominate others; play with children his own age in the presence of a very protective mother may have encouraged him to depend on adult intervention when problems arise. The teacher also needs to know what experience the child has had with adults other than his parents. This information may be obtained in different ways. In a school where there are contacts between home and school in the prenursery school period the teacher may get reliable developmental information during her home visits or conferences with the child's mother. Where such conditions do not exist the teacher can arrange for a conference with each mother a few weeks before her child is to enter nursery school. Following this conference with a short visit of mother and child to the nursery school gives the teacher additional opportunity to form some judgment of the child-parent relationship and the child's readiness for group experience.

*The Teacher Endeavors to Make the Child's First Experiences in the Group Pleasant Ones*

The child's first experiences in the group are important as they sometimes color his attitude to the school and the children in the group for a long period. Having determined the nature of the child's experience before school entry, the teacher is in a position to suggest means of making his entry pleasant. A youngster who has had no experience at all with other children will obviously be helped by having a playmate or two in his home for some mornings prior to his entry into a group of eighteen or more children. Suggestions for progressive graded social experience before school entry include some reference not only to the ages of playmates but also to the setting for play, and the regularity of such experience. An hour's play two or three times a week with one other child and with play equipment both can use is likely to furnish much more constructive social experience than an occasional birthday party or park outing.

Arranging an open house the Saturday before a term or semester opens furnishes an opportunity for each mother and child to make a short visit at a time when only the teacher is present. The child thus has time to become acquainted with his teacher and familiar with the yard, the equipment, the locker room, and the bathroom shortly before he enters.

The teacher can give each new child a certain amount of individual attention the first morning of the semester by arranging for new children to come for different half-hour periods of the morning. Each mother remains where her child sees her. Procedure on subsequent mornings can be determined in the light of the child's behavior his first morning.

Jenny, 4.2, entered the afternoon group after the semester had begun. She was an only child who had lived prior to her enrollment in a remote mining camp. She had seldom seen another child her own age, and never played with one. She had also seen few adults other than her parents. The sights and sounds of a city were strange to her. On her first day in school she seemed fascinated by all she saw going on around her, but she never moved far from her mother. Her teacher advised her

mother to bring her knitting and be prepared to spend a few afternoons until Jenny felt secure without her. Jenny's mother is not losing time by this arrangement. She is making a sound investment in her daughter's happiness and security in the group. Incidentally she is observing the behavior of a group of children her Jenny's age and their handling by competent teachers.

The teacher not only adjusts the length of time of both child's and mother's stay in the school on succeeding mornings to the child's needs but she also endeavors to make the child's first experiences with other children pleasant ones. To do this she may have to protect him from the advances of an older and more aggressive child by redirecting the aggressive child to other occupation until the new youngster is better able to cope with his advances. She may also draw the new child into activities which furnish some association with other children without making much demand upon them. Plenty of soft clay at the clay table, two easels for painting side by side, and some new sand toys help bring children together in easy pleasant groups.

When it is impossible for either parent to stay with the child on a first morning the teacher may ease the situation by visiting the child in his home before he enters and taking the place of a mother in the new situation. The skillful teacher adapts her methods to meet the exigencies of whatever situation she is confronted with. Her problem is not one of carrying out a routine but of making individual children feel at home by such techniques as are available to her.

*The Teacher Does Not Hurry the First Steps in Social Adjustment; They Are Likely to Be Slow*

The first adjustments to other children in school are likely to be those of watching.

Harriet, 2.4, an only child, entered nursery school as the youngest child in the group. For days she spent the greater part of her morning sitting in the tire swing, looking at all she saw going on, and apparently contented with her experience. To the casual onlooker she might have appeared to be making

little progress in social adjustment. However, her third morning in school she asked if Bill was there. Her mother reported that she spoke of him frequently and that she was singing one of the nursery school songs at home. Harriet was taking her first steps in social adjustment.

With continuing experience the child progresses through the stages of playing beside others, watching them, making and accepting approaches, and finally to engaging in sustained, cooperative play. As he progresses, he finds more enjoyment in activities which are shared by other children. He is willing to build his house of blocks in a different way to satisfy his friend. He waits and takes turns. It becomes important to him to be friendly and to have friends. He is pleased when the other children call him by name, when they look with respect on his undertakings. He seeks a favorite companion when he reaches school and remarks with satisfaction, "I like that boy." Such simple activities as repetitive shouting of a nonsense phrase are fun when he is a member of a group.

### *The Teacher Sets the Stage for Constructive Social Play*

The teacher provides sufficient equipment for play so that its scarcity does not provoke unprofitable conflicts. One tricycle may lead to constant interference and encourage solitary play. Several tricycles lead to traffic games and turns for everyone. She sees that the play material is simple, sturdy, in good condition, and within the ability of the children to handle themselves. A wagon strong enough to pull a companion is better than one which will just hold blocks. Blocks for building houses for children have advantages over blocks for doll houses. With occasional, well-timed suggestions the teacher opens the children's eyes to new possibilities in the use of the material.

The children came into school one afternoon to find the hedge had been pruned. Three of the boys picked up and trimmed branches into long smooth sticks. The teacher foresaw the sort of difficulties three boys and three sticks might lead to. She recalled the children's interest in the fisherman at the yacht harbor a few days previously. "Your sticks would make good

fishing rods," she volunteered. The boys ran off for string and settled down to a little quiet fishing over the nursery school pool.

In ways such as these the teacher helps make constructive experiences out of the children's contacts with each other.

*The Teacher Remains in the Social Background as Much as Possible, Giving Most of Her Help Indirectly through Suggestion and Unobtrusive Manipulation of the Children's Play Situation*

So long as children are not being exploited or continuously frustrated in their play with others, the teacher remains in the background. She wishes children to develop constructive social behavior as a result of their experience with other children, rather than as a result of her admonitions. Even when conflicts arise, investigations indicate that they are extremely brief, that they are likely to be decided in favor of the victim, and that in only one-third have the children had adult intervention. The children are quite capable of settling many of their differences themselves.

*The Teacher Helps Children in Their Understanding and Accepting of Others' Behavior*

From her wider experience and knowledge the teacher can frequently help the child by bringing a situation within the measure of his understanding.

Dicky, 2.7, had been out of school for a week with a cold. On his first morning back he stood near the teacher a little aloof from the other children. Mary, 2.8, came over to him. She smiled in a very friendly way. He backed nearer to the teacher. Mary took his hand, which was hanging limply by his side. She began shaking it up and down. Dicky reached for the teacher, murmuring protests. His teacher said, "Mary's pleased to see you. Look, she's shaking your hand." Then perceiving that Dicky was somewhat cold to such advances she said to Mary, "Maybe he'd like you to give him a push in the swing," a suggestion that led to pleasant play together.

In other situations the teacher may reinforce the learning by a comment.

Dick was swinging, when Peter came along and began pushing him. Dick said, "Don't, Peter, don't push me." When Peter continued to push him in spite of his protests, Dick leaned down and hit him. Peter looked at the teacher, who remarked, "He didn't want to be pushed this time."

In offering explanations of this sort the teacher's purpose is to help the child to see that there is some basis or motive for the behavior of others, not to indicate that the specific motive in a specific situation can always be identified and classified from observed behavior. The sort of error this subjective interpretation leads to is indicated by the small boy who said, "Daddy, you and I know that dogs which bark don't bite, but do the dogs know?" Young children are likely to see behavior only in the light of its effect on them, not in terms of its having meaning for the person behaving.

### *The Teacher Occasionally Approves or Defines Constructive Social Behavior*

Bill, 2.8, tipped off his tricycle as he turned a sharp corner. He lay on the ground, his feet still entangled in the wheel, crying and struggling. Jane, 3.9, came by, helped him get the tricycle up, and even brushed some gravel off his knees. The teacher smiled at Jane as she came over to add a brush and a pat to Bill's recovery. She said, "Fine, that helps Bill feel better," thereby attaching attention to the nature of the helpful act rather than to the child performing it.

Constructive social behavior develops on a sounder basis when it results from a child's understanding of the situation than when it results from a desire for adult approval.

### *The Teacher Suggests Suitable Social Techniques to the Child Who Does Not Know What to Do*

Some social approaches work and some do not. "Can't I play with you?" is almost sure to bring an emphatic "No." But such a question as "What are you doing?" or "You are making



a road, aren't you?" is almost sure to bring an invitation to join in the enterprise. If the child fails to discover this difference in method, the teacher can point out the suitable technique.

The child who persists in hitting the others to get their attention may soon be avoided by them. Telling him that the other child does not like being hit offers him little help. He needs to be told how to initiate a contact which will be acceptable. He needs to be told of something specific which will work. Giving something, doing something for the other person, participating in the other's activity are suggestions which need to be put in specific terms.

Madge watched two boys with a wagon and tricycle tied together pushing and pulling it up the slope. This was a new arrangement of equipment and they were having fun. She evidently wanted to join them but her way of doing it was to run and snatch a pan from their wagon. One of them chased her and took the pan. She started to do it again when the teacher remarked, "You might help push the wagon for them." She went up and said, "I'll help push for you." They appeared glad of her help and the three played together.

The experience turned into a constructive and satisfying one for her.

To the child who stands screaming and incoherent, clutching another child who has something he wants, the teacher says, "Tell him what you want. Maybe he will give it to you." Young children frequently need help in learning to substitute verbal requests for bawls and blows.

The teacher also helps older children to offer and accept compromises, to learn to trade possessions, and to resort to arbitration rather than sabotage to achieve their ends.

John wanted very much to use a certain sieve in the sand. Bill was using it and refused to part with it, in spite of increasingly violent threats on John's part. The teacher judged that John needed help so she suggested, "You might get Bill the other sieve and see if he would trade with you." John welcomed the idea and Bill was willing to make this compromise. Next time John may be able to work out this solution by himself.

*Effective Redirection of Undesirable Social Activity Is in Line with What the Child Is Seeking in His Own Efforts*

When a child employs an unacceptable technique in a social situation his need is an acceptable technique rather than removal from the situation.

John had been running after a group of children who were playing house, chasing them and disturbing them. The teacher spoke to him, "You can play here at the clay table with Robert. Those children want to play house." John said, "But I want to play with them." He clearly needed help in being more successful with them; so the teacher said, "Then you need to play so they will like having you. You might ask them if you could be the father." John immediately ran over and said enthusiastically, "I could be the father." Rose said, "Yes," father being a more or less minor part in house play. John turned back to the teacher with a beaming face before he plunged into the play where he did very well as a "father."

*The Alert Teacher Can Occasionally Forestall Undesirable Social Behavior by Her Suggestion*

Priscilla sat in the sandbox putting the finishing touches to "a cake" she had turned from a tin mold. As she patted it with domestic pride two boys drew alongside. The teacher overheard them say, "Let's bust it." She said to Priscilla, "You have company. Maybe they'd like a piece of your cake." The cake busters were completely disarmed by such hospitality, and turned from their projected destruction to cake and conversation.

*The Teacher Sets Children an Example by Her Own Social Techniques*

In her handling of situations, the teacher is setting an example which the children soon imitate. Children who have attended nursery school may become very skillful in manipulating social situations by indirect suggestion, working out compromises, reassuring their companions, "You may have it as soon as I finish" or "Here is another one for you to use."

The teacher needs to use care that her suggestions are ones which she would want the child to use in the same situation.

When a group were using the walking board another child

tried to join them. Robert pushed him away, saying, "Get away. You can't come here." The teacher said quickly, "Yes, he can," thus contradicting Robert and making D. feel that he had the backing of the teacher. D. turned around and hit Robert who ran away. The teacher then tried to stop D., who ran after Robert, hitting him. Neither child returned to the play. More profitable support might have come if the teacher had suggested ways to D. of making himself acceptable in the play, such as "There is room for lots of people on this board" or "A long line can use this board" or "Maybe he could march behind you." These suggestions would have helped Robert accept an addition to the group and indicated to D. ways of getting into the group in a more acceptable manner than contradicting.

*The Teacher Devaluates Undesirable Behavior by Ensuring That Children Obtain Little Satisfaction from It*

Bob pulled off Tom's cap and ran and threw it over the fence. Tom started to cry. The teacher turned her attention to reassuring Tom, thus lessening the attention value of the act for Bob and strengthening Tom in his ability to meet the aggression. She said, "He is playing a joke with you. It doesn't matter to you. You don't need your cap just now. You are building." Another child had seen what had happened and ran and got the cap to bring it back to Tom. Bob, who had stood watching to see what response he would get, took the cap from the third child and ran back to Tom, giving him back his cap. Tom took it in a matter-of-fact way and put it on his head, for he was already absorbed in his building again.

A child who is disturbing the group by his disruptive activities because of a general disturbed condition arising from some upset before he came to school is often helped by being directed to quiet play activity in a room by himself. A short period in which few social demands are made on him often helps a child to recover his equilibrium.

*While Keeping the Welfare of the Group in Mind the Teacher Endeavors to Give Each Child Help in Terms of His Particular Needs and Level of Development*

In offering help the teacher may need to estimate which experience will be most profitable to a particular child.

One afternoon Dave brought a small rubber boat to school with him. The same day Joe brought a small fire truck. Dave clearly coveted the fire truck, and finally told Joe he would give him his boat if Joe would let him have his truck. Joe agreed. Later when Dave had exhausted the possibilities of the truck he wanted his boat back. Joe refused. Dave grew very upset. The teacher estimated that he was not ready to accept the "finality" of giving. She also was aware that Joe was a child who needed friends and who needed to be liked rather than to be resented. She explained to Dave that if he wanted his toy back, he must give back Joe's first. Dave was willing and returned his toy. Joe returned his and Dave was so pleased that he took Joe along into his play. This made Joe very happy as he was seldom sought after as a playmate. He beamed, "We are good friends, aren't we, Dave?" The social development of each child was furthered. They would both be readier later for the more mature concept of "trading."

*The Teacher Helps Children Accept Such Simple Rules and Routine Procedure as Are Necessary for the Welfare of the Entire Group*

A necessary part of the child's adjustment to a social group is the acceptance of such simple rules as are necessary for the welfare of the group.

In the nursery school children help to put away equipment at the end of the morning so that it can be found and used by all the children on the following morning. Well-planned and accessible storage units which reduce the labor of putting away to a minimum and a regular time for "clearing up" help the child accept this part of the school routine.

Simple rules for the safe use of equipment have been discussed in Chapter VIII. As equipment is shared by many children, it is necessary for them to learn to accept taking turns, so that all may enjoy its use. Young children frequently need help in accepting this concept.

Billy entered school at two years, a slow, clumsy child with very little awareness of the other children. Almost from the beginning he found the wagon and began pushing himself around in it. He played with it morning after morning, happy

and content. Gradually he began to find other things which interested him. He left his wagon. Then he was faced with a problem. Other children took his wagon when he left it and would not give it back to him. He cried and grew red with rage. He could not accept the teacher's statement that the other child wanted it. He had not yet had experiences which brought him any appreciation of the wants of others. Taking turns was a concept with no meaning or value for him. He needed help in facing and accepting the simple fact that he could be comfortable and happy even though someone else was using his beloved wagon. The teacher reassured him, saying, "You are all right. You are using the blocks now. You're making a road. Later you will use the wagon." He was relieved and continued playing with the blocks. Thus he began to realize that he could have fun with blocks while the wagon was being used; he had taken a step toward accepting the concept of "turns."

### *Organized Group Experiences Foster Children's Pleasure in Sharing Activities and Interests*

With older children short trips outside the school, planned with two or three children, may help establish some supporting friendly relationships. Frequently, if the child can find one friend, he gains confidence to progress into wider contacts. Such supporting friendships may be formed by sharing the experience of a trip.

### *The Teacher Fosters the Child's Development of Skills and Interests; These Contribute to His Social Development*

The child who does things well is helped in his relationship with other people.

Denny pounded a nail with difficulty but he wanted to work and play with the boys who were experts at the workbench. The teachers gave him a great deal of help and encouragement. He kept coming to the workbench until he was really able to enjoy construction. When the children built their playhouse he was in the center of the activity, contributing his share of help.

Jessie, 3.1, entered school on the same day as her friend Diane. Jessie was a small timid child, so blonde as to be almost

colorless. She had her hair caught back with a rubber band and was somberly clad in gray and fawn garments made over by her grandma. Her parents though kind and affectionate had a low regard for personal adornment. Also they were coping with a college instructor's income and the hospital bills for Jessie's newly arrived brother. Unfortunately Jessie did not share her parents' indifference to personal attraction. She had prayed six months for curls, and was acutely responsive to what she considered "pretty." Her friend Diane was the only grandchild of a wealthy and doting grandmother. Her clothes were chosen to set off her red curls and three-year-old charm. Diane expected and found the world to be a pleasant place full of friends.

From the first day Jessie found no footing in the group. As she shrank from them they pushed her aside. In all her play she seemed hesitant and unsure of herself. The teacher realized that while it would take time to change Jessie's parents' attitude to dress, Jessie needed help right away. One morning Miss C. pinned up a painting of Jessie's. It was the first time a child's painting had been pinned up.

When the children came together for their story they commented on it. Miss C. said to Jessie, "What was it you told me about your picture?", giving her a chance to be a center of group interest. A few days later another picture of Jessie's appeared, and again Jessie was encouraged to say a few words about it.

Miss C. was in the habit of recounting incidents of interest to the children during their organized group period. She made a story of the trip they had gone on, their plans for their spring garden, or their interests of the day, and encouraged the children to join her in these informal narratives. Jessie had the active imagination of one who has continued to appeal to God for six months without sign of divine encouragement. A little interest and help on the teacher's part developed her ability to tell stories and interest the group. Confidence in the organized group slowly carried over into the free play situation. About this time, her grandma gave her a longed-for "ruby" ring. From a timid child, denied the curls of her prayers and the clothes of her choice, Jessie became a painter of pictures, a teller of tales, the only possessor of a ring in the nursery school, and a confident member of the social group.

## ASSIGNMENT

Describe briefly a situation in which

A child's skill or interest contributed to his acceptance by the group.

A child employed an unsuccessful social technique.

A child employed a successful social technique.

The teacher explained another child's behavior to a child having difficulty in accepting this behavior.

The teacher offered a child an acceptable social technique.

The teacher redirected undesirable social activity in line with the child's purpose in initiating the activity.

## RECOMMENDED READING

ISAACS, SUSAN S., *Social Development in Young Children; a Study of Beginnings*, London: G. Routledge & Sons, Ltd., 1933.

MURPHY, GARDNER, LOIS BARCLAY MURPHY, and THEODORE M. NEWCOMB, *Experimental Social Psychology*, revised edition, Chapters V, VI, VII, VIII, and IX, New York: Harper & Brothers, 1937.

# X

## EMOTIONAL DEVELOPMENT

*What can the nursery school contribute to the child's emotional development?*

*What kinds of experiences may have an emotional accompaniment for the young child?*

*How does the teacher help a child to develop such constructive responses to his feelings as are accepted in the social culture he lives in?*

*In what ways may the teacher help a child accept the reality of his own and others' feelings?*

When children enter nursery school, they present a variety of emotional responses. M., for example, is an able child physically and mentally, but she does not seem happy. She complains that P. hit her or that E. won't let her swing. She stands around watching the boys and says scornfully that the house they are building is not very big. When the teacher tells her that the pea vines are in blossom, she says, "I already knew it." She interrupts the story with remarks about what she has done. She does not enjoy music or painting. The only thing she appears to enjoy is directing the play of younger children. M. comes from a home where standards are excessively high and where there is great emphasis on achievement. She suffers from her own immaturity in this environment which offers little to make a child feel satisfied and competent. She is fighting hard to defend herself against a sense of inferiority. Will she go on feeling this way as she grows into adulthood?

Elizabeth, on the other hand, seems comfortable and happy. She likes to roll and tumble and laugh. The youngest of three children, she comes from a home where each person is free to develop at his own level without undue pressure. She loves to swing and she loves to swing others, especially Peter. As she explained joyfully, "I like to push Peter because he likes so



much to be pushed." Will she continue to enjoy life and to radiate this enjoyment to others?

### *What Can the Nursery School Contribute to Emotional Development?*

The nursery school has much to contribute to emotional development. It offers the child companionship with children his own age. From his experience with equals the child can build a truer picture of himself. He finds he is as able in many ways as any of the others. He finds new pleasures with them, and finds that they respond with pleasure to him. He gains support against the at times overpowering adult world in which he can never compete on equal terms. As Susan Isaacs says, in a chapter in *On the Bringing Up of Children*,\* "learning to play, to talk, to fantasy, to work, together with other children is an essential means of emotional balance and growth in little children of the nursery years."

The physical environment of the school provides the child with the raw material necessary for a progressively widening range of experiences and opportunities for creative expression. The embryo painter knows the joy of filling a page with rich, clear colors; the young carpenter experiences the thrill of achievement in securely joining two pieces of wood together; the puzzle worker has the satisfying feeling of completing a task when he fits the last piece into position; and the eager young naturalist is stirred by the excitement of discovery when he finds out all by himself how the worm walks. The richer and more varied the range of experiences, biological, social, creative, aesthetic, and intellectual, the school offers, the greater its contribution in helping the child to savor life's little moments and maintain his equilibrium in its more troubled ones.

In offering experiences to the child the physical environment is free from unproductive frustrations. All that the child uses in the school—the lockers, wash-basins, storage shelves, and workbenches—are at a height convenient for him. The

\* John E. Rickman, *On the Bringing Up of Children*.<sup>v</sup> Chapter vi, "The Nursery as a Community," by Susan Isaacs. London: G. Routledge & Sons, Ltd., 1936. Quoted with permission of Susan Isaacs.

pictures hang at his eye level. The toys are sturdy enough to stand his free use, and there is space for him to move freely. Buildings, furniture, and equipment are planned to make him feel adequate and secure, the master of his physical environment.

In the nursery school there are adults who, by natural aptitude and special training, have a sympathetic interest and measure of insight into the little child's emotional needs. The nursery school teachers do not judge a child's behavior by adult standards. They are relatively free from other responsibilities during the period he is with them. They are free from conflicting ties in relation to the child. They can accept his expressions of aggressiveness, anger, and quarrelsomeness as indices of his development of control, rather than as reflections on their ability to rear an obedient and well-mannered child. For this reason they are sometimes more able to give him constructive help in developing acceptable overt emotional behavior than his parents.

*To Help the Child Effectively the Teacher Needs Some Understanding of His Present Level of Development through Knowledge of His Past*

The more the teacher understands the circumstances of the child's emotional life, the more effective is the help she can offer him. Through conferences with the parents, through records, and home visits, she increases her understanding.

Sandy's mother reports that he is very negative. He has two older brothers who tend to order him around and to prevent his interfering with their playthings. There is also a baby brother who takes much of his mother's time. At present, he is under some pressure to keep his bed dry, to eat acceptably at the table, and to develop independence in taking care of his own needs. The teacher realizes that Sandy may have a rather large number of frustrating experiences during the day. She plans that a minimum of demands shall be made upon him in the nursery school and that he shall have several opportunities in which he can make a choice and say no without censure.

Peter is sensitive to noise and confusion. He has been badly

frightened by trains and fire engines. The teacher realizes that he will not profit from going with the group to visit the fire engine. She takes him instead on excursions into the country where he enjoys rolling in the tall grass, gathering seed pods, discovering tiny insects. Later, when he has had several pleasant group experiences of this sort it will be possible for him to enlarge his experiences gradually with the support of his friends.

### *New Experiences Are Adjusted to the Child's Level of Understanding*

The teacher endeavors to eliminate from such new experiences as entrance into school, first medical examination, and field trips any element of suddenness or unexpectedness which might be confusing or frightening to the child. The child visits the school with his mother before it opens and has an opportunity to become acquainted with his teacher and familiar with the building and equipment before he meets the children. His first days in school are short ones and may be spent in company with his mother until he is used to the situation.

Before he is taken to the doctor's office for a medical examination he pays him a social visit with his teacher and an older child. At this time he becomes familiar with the office and equipment and acquainted with the doctor. In his first medical examination emphasis is on obtaining good cooperation of the child rather than complete examination.

Before going on a field trip children are given some idea as to what will happen, what they will do and see, and where they will go.

In one nursery school it was necessary to get blood counts on all the children as part of an investigation in process. The teacher realized that this procedure had elements of unpleasantness. During the children's story groups she told them that Mr. X. was coming to school next morning. She said he wanted to see how red their blood was, that he would give one of their fingers a little prick, and then take a drop or two of blood away in a little tube, and put another drop on a piece of glass. He would put the tubes in his bag and take them to his office to look at them. Next day he would send a note for all the boys

and girls in the school to take home to their mothers telling them about the blood. The teacher explained that the prick might hurt a little bit, but that it took only a minute. She added that Mr. X. would wear a white coat and asked who would like to be first. There were volunteers immediately.

On the following day everything happened as explained. Mr. X. took time to answer their questions, commended their cooperation. Only one child cried. The others reassured her and reported with pride to their mothers that they were pricked and didn't cry.

### *Teachers Are Sincere in Their Emotional Responses*

Teachers are sincere in their emotional responses, sharing in this measure the child's interests and enthusiasms. As their understanding grows, their real sympathy and interest in all that concerns the child deepen. They discover more pleasure in his undertakings. They learn to be of the children as well as with the children.

### *The Teacher Heightens the Child's Pleasure in His Efforts through Her Interest in His Undertakings and Accomplishments*

David had worked a long time making a boat. When the teacher saw it, she smiled and said, "That's fine." David beamed with happiness.

The teacher also helps the children find new sources of interest and pleasure in the world around them.

A group of children wanted to string things for the Christmas tree but found there were no more beads. The teacher suggested that they might find other things to string for the Christmas tree. A search in the yard uncovered many objects that were decorative, the bright-colored berries from the bush, tender caps from eucalyptus buds. The children strung them eagerly and were pleased at the way their tree looked, loaded with the novel decorations. Many days later when the supply in the yard was exhausted, they went walking, searching for more seeds and pods. They scanned each tree that they passed, more aware than ever before of the many kinds of trees. Again and again they set out with paper bags on a collecting tour and came back

with leaves, bark, and seed pods. One child expressed his pleasure in the trips up the tree-covered slopes, "Isn't it lovely up here."

The four-year-olds had read and talked about a "fireboat" and played "fireboat." Their teacher, observing their interest, made arrangements for them to visit one. A few days before, she went to see it herself, and talked to the children of what they would see when they got there. They could hardly wait for the trip. When they went into the cabin and saw the big wheel they had been told about, one of the boys turned and said to the teacher, his face lighting with pleasure, "It's just like you said it would be."

### *Teachers Help Children to Feel Secure in the Nursery School Environment*

The child's sense of security is fostered by the consistency of the teacher's support and interest. She never suggests by word or deed that she won't love him if he behaves in a certain way. Through all his ups and downs of behavior she remains a supporting, sympathetic friend.

Then she is consistent in her attitudes and responses so that the child knows what to expect. The few rules that exist in the nursery school apply to all the children and are simple and clearly stated. The child is helped to feel that his small world is a reasonably lawful one in which he can predict many outcomes, in which he can feel secure and at home.

The teacher often helps a child to find areas of security and satisfaction in the school.

Lucy, a two-year-old, new in the school, alone without her mother, stood timidly watching the activity around her. Her eyes lighted up when they fell on the net containing bright-colored balls. The teacher noticed this. She took out a ball and held it. Lucy smiled and the teacher rolled the ball gently toward her. Lucy stopped it, fingered it, and finally rolled it back to the teacher. They played for several minutes. Then Lucy climbed into the sandbox with the ball beside her. For several mornings she went to the balls as soon as she came. One of her first contacts with another child was made when she offered him

a ball. This simple material and activity had helped her feel comfortable.

### *The Teacher Fosters the Child's Sense of Adequacy*

Homes are planned largely for adults. In his home there is much that the child cannot see, cannot touch, and cannot cope with. His physical environment as he first toddles around is likely to be dominated by legs—father's legs, mother's legs, the furniture legs—and by properties he is either forbidden to touch or cannot manipulate effectively. The teacher's selection of equipment and furnishings helps the child to be independent, hence adequate in dealing with his physical environment. Her help in fostering his independence in dressing, washing, and eating enables him to take care of his own bodily needs. The experiences the teacher makes possible for the child, the information she gives him, and the questions she answers give him working concepts which he can use in seeing relationships and solving problems.

The teacher aids the child toward successful accomplishment in his undertakings. A moderate number of difficulties that challenge the child should exist, but not difficulties that are unsurmountable. Such difficulties bring only frustration and a feeling of inadequacy, which are not constructive emotions.

David had managed to tie two wagons together. He loaded them but each time he started to pull, the knot came untied. He was ready to cry with anger at his inability to cope with the situation. The teacher showed him how to make the knot and pull it tight so that it would hold and he could achieve his purpose. Next time he handled the knot himself and thus grew in feeling confident rather than helpless.

Confidence brings persistence and concentration in working.

Two boys were pretending to fly airplanes when they accidentally threw them into a bush. D., who lacked skill and depended on adults to meet his problems, said, "I'm going to play with the rings now." P. looked around, noticed a ladder and dragged it over to the bush. Using it he managed to climb up and get his airplane and continue his play.

*The Teacher Helps Children to Respond Constructively to Emotionally Disturbing Situations*

Deborah, 3.0, was crying disconsolately. She looked warm and disheveled. A teacher came over, knelt beside her, and said, "What's the matter, Deborah?" "I couldn't get my drum off," Deborah said with fresh sobs. The teacher looked at Deborah. There was no drum in sight. She took her hand. "It's off now, Deborah. You're all right. You look a little warm though. Let's take off your sweater." The teacher gently removed the sweater, tied up Deborah's hair that was straying in her eyes, dried her eyes, wiped her nose, and said, "You're ready to play with your bells." And Deborah went off jingling the bells on her wrist.

Sue fell off her tricycle as she steered it over uneven ground. It was a soft, gradual fall, with no scratches or bumps involved. She lay on the asphalt uttering protesting cries. A teacher came over. She said, "Sue, you could pick yourself up. Fine. Now you could pick your tricycle up." Once on her feet, Sue righted the tricycle and rode away, but on her return the same situation arose. This time the teacher again directed her from protest to action. She added, "The ground is bumpy there. That's why your tricycle tips. Ride up here."

*While Helping Children to Modify Their Responses to Their Feelings the Teacher Acknowledges the Reality of Their Feelings*

To the child who has grazed his knee and is beginning to cry, the teacher says, "Let's wash your knee, then it will feel better." She does not say, "You're fine" or "You're all right."

D. had tumbled and began crying. Some of the children shouted, "Cry-baby." The teacher explained that he had hurt himself and that "Sometimes it helps to cry when we're really hurt. Let's help him wash the dirt off his knees, then maybe he will feel better and can stop crying."

The teacher's acknowledgment is more often revealed in what she does not say than in what she does.

Bob, 3.11, was given to direct personal attacks when he was in any way crossed by his mother. He had played a good deal with older boys who were amused by his childish rages when they frustrated or teased him. He blossomed in the nursery

school environment with its relative lack of frustrating situations and the consistent methods of procedure. One noon, when he had played and dawdled throughout the meal hour, despite the teacher's warning that dinner would be over soon, he was too late to get his dessert, which happened to be one of his favorites, and had to go to the bathroom without it. He was very angry. As the teacher followed him to the bathroom, he looked at her with red face and quivering lip and said, "I'd like to put you in the toilet and then flush it!" The teacher said nothing for a few minutes. She realized that Bob was exercising commendable restraint in merely disposing of her verbally. Appreciating both his feelings and his progress in modifying his response to them, she said quietly, "Bob, you took so long to eat your meat and vegetables today that dinner was over before you got your dessert. Yesterday, Mary missed her dessert because she played. Tomorrow, you keep eating and you'll have plenty of time to finish dinner and dessert."

### *The Teacher Helps Parents Become Aware of Their Child's Emotional Characteristics*

In Chapter XVII the way in which home and school may work together is discussed in detail. Occasionally the teacher may help both child and parent by handling directly a specific emotional problem that has baffled the parent.

At a parent's meeting in a nursery school of a small southern college, children's fears were being discussed. One of the mothers reported herself baffled by a fear of the barber shop which her child had recently developed. From the age of thirteen months her son, now eighteen months, had been barbered at regular intervals. This he had apparently enjoyed. At sixteen months he had been given "shots" of some kind from the doctor. On his first trip to the barber's after this experience he cried and struggled as soon as he set foot inside the barber's door. The barber's staff, with more vigor than insight, laid firm hands on him and removed his hair notwithstanding. By his mother's report this was a difficult experience for all concerned.

On his next trip his father went with him taking him to a different barber and planning to have his own hair cut first. The result was lamentable. The child's outcries filled the main



street. The operation finished with an apoplectic child, a wilted barber, and a father with his hair still uncut.

To bring the matter to a head, the maternal grandmother, who had never seen her grandson, was arriving in four days. Was there any way of removing hair and fear in the interval?

The teacher saw that Bud was not the only member of the family who had undergone a "conditioning" process. She also knew that his mother was a secretary with limited time at her disposal, so she volunteered to take over the problem.

Having decided that the points of similarity between the two situations were probably white paint, nickel trim, instruments, and a man in a white coat, Miss L. laid her plans accordingly. She first paid a short visit to the barber. Next morning when she and her assistant, Miss W., called for the children in the school car she had it stop at the post office. She got out and asked Bud to come in with her. He carried in her letters, dropped them in the box, waved to the postman, and got pleasantly back to the car. At school Miss L. and Miss W. fastened themselves into white uniforms stiff with starch and buttons in place of their customary flowered smocks. Some of the children commented on their change in appearance but Bud paid no attention. Ordinarily the very small children (there were three under two years) did not use the scissors. This morning scissors and colored paper were put on the table in their room. While they were playing with these, Miss L. sat down beside them with some paper and dressmaking shears and did a little noisy cutting of her own, rousing as far as could be detected nothing more than mild interest on Bud's part. With the scissors there was a small hand hair-clipper, and when Bud and his friend Bill (also eighteen months) were turning it over she showed them how it worked, and made a few illustrative snicks at Bill's hair. Again, the situation aroused only mild interest.

When the children were playing in the sandbox, she brought out one of their white cotton sheets and asked Bill if he would like her to wrap him up. Bill was a docile child who was willing to stand anything in reason from a well-meaning and presumably kindly intentioned adult. Also he was temporarily sated with sand, so out he came. Miss L. wrapped him with a flourish, smiled, and sat him on a box.

"Look, Miss W.," she said, "here's Bill all wrapped up." Miss W.'s smile and interest acknowledged that wrapping up

was a very engaging procedure. Miss L. asked Bud if he would like a turn. He came out, was wrapped up and perched on the box for Miss W.'s inspection. Again no signs of fear. Bud was unenthusiastic but pleasantly cooperative.

That noon as the children were taken home, the car stopped outside the barber's shop. Miss L. got out as she had in the morning and asked Bud to come in with her, assuming that they would make a pleasant two-minute call. Bud put his foot out, looked up, saw where the car had stopped, drew his foot in again, and said, "No—no," and started to cry.

This was a distinct set-back after the smoothness of the morning program, but Miss L. said with reassuring hopefulness, "All right, tomorrow," and went in to the barber, who said this was just what he expected. However, he came out to his doorway, and as she got in the car Miss W. said to Bud, "Wouldn't you like to say 'Bye-bye' to the barber?" As the only sort of dealings, social or tonsorial, Bud wanted to have with the barber was to say "Bye-bye" and then "Bye-bye" rapidly, the car drove off with cordial mutual farewells.

Next day was the second day. As the car drove by in the morning, the barber was in his shop window. He waved and the children waved. At noon, going home, the car stopped again. This time Miss L. asked Bill first if he would like to come in with her, and then held out her hand for Bud. At the door his fingers tightened a little, and she lifted him up judging that the situation viewed from an altitude of five-foot-six might look a little more acceptable than it had from his original two-foot-six. Inside the door he gave one look at the barber, clutched Miss L. tightly around the neck, and said, "Bye-bye." The barber and Miss L., however, stood their ground.

He said it was a nice day. She remarked on his large wall clock. Bud had a distinct weakness for clockwork, and she moved a little nearer. "Your clock says 'tick-tock,'" she said to the barber. He said, yes, he'd noticed that too. They exchanged laudatory remarks about the excellence of his mirrors and chairs and again Miss L. suggested that Bud say "Bye-bye." He revived immediately and they left the shop to a chorus of "Bye-bye."

Next day was the third day and a school holiday. Bud's grandmother was to arrive the next morning. Miss L. and Miss W. called first for Bill, who was on the most cordial terms with the barber, and then for Bud.

This time they crossed the doorway without incident. The barber was busy shaving a man in the window and paid no attention to them. In the chair next to the shaving operations was Bud's paternal uncle, almost completely screened by the morning newspaper. As Miss L. surmised then and learned later, he was on hand so that if the worst came to the worst the hair would be removed if not the fear.

His presence was a reminder that though inside there was still quite a way to go. Miss L. sat down in one of the chairs and said, "Miss W., this chair turns around!" and turned around once for her benefit. Miss W. said, "What a nice ride you're having. Wouldn't Bill like one too?" Bill climbed up and he and Miss L. revolved before Miss W.'s appreciative gaze.

Miss L. suggested that Miss W. would also like a ride, and she admitted that she had been craving such an opportunity. As she seated herself, she suggested that of course Bud would want a ride too, and helped him up onto her knee.

As they were successfully completing the second revolution the barber came over. He had been watching their technique and said, "My chairs ride up and down too." While Miss W. and Miss L. registered appropriate appreciation for the versatility of his furnishings, he deftly raised and lowered the chair and adjusted it to working height, and then reached for his cloth. "Let me," said Miss L., and, smiling on Bud, she told him she was going to wrap him up. Miss W. suggested that if he turned around on her knee he would be able to watch himself in her pocket-book mirror.

From then on, the hair-cutting proceeded smoothly and pleasantly and without interruption save from the paternal uncle who came out of ambush to advise that Bill, in undertaking an exploratory survey of the barber's cabinet, was "fixing" to drink some of his hair tonic. Bill was immediately "unfixed" and the now sleek-headed Bud returned to his home, with a suggestion that his mother have him call casually at the barber's sometime before his next haircut.

#### ASSIGNMENT

Report briefly one instance of three of the following:

- A teacher adjusting a new experience to a child's level of understanding.
- A teacher heightening a child's pleasure in his efforts.

A teacher helping a child to find areas of security and satisfaction in the school.

A teacher giving a child sufficient help to make an undertaking possible of accomplishment.

A teacher helping a child to respond constructively to an emotionally disturbing situation.

A teacher helping a child to accept the reality of his or another child's feelings.

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## XI

### UNDERSTANDING THE FACTS OF HUMAN LIFE AND THE NATURE OF THE PHYSICAL WORLD

The school, the teacher and the teaching alike are simply a clarifying medium through which the facts of human life and the physical world are brought within the measure of the child's mind at successive stages of growth and understanding.\* SUSAN ISAACS.

*What experiences is the young child likely to have in his home and school environment with measurement, with physical forces, with work energy and machines, with liquids and gases, with sound, heat, light, magnetism, electricity, and the physics of weather?*

*What chemical changes is the young child likely to become familiar with and curious about?*

*What experiences does the young child have with arithmetic processes?*

*What characteristics of the structure of the earth's crust is the young child likely to become familiar with?*

As Susan Isaacs has stated, the nursery school may offer the child a vantage point from which to survey the world around him. Bringing the facts of this world within the measure of the child's mind is a matter of providing him with a wide range of first-hand experiences adapted to his interests and level of development, of helping him relate new elements in his experience to his past experience and level of understanding, of stimulating his curiosity in the world around him, and of helping him see relationships existing between circumstances and events so that he may develop judgment and reasoning.

At a nursery school lunch table, the question of babies' teeth

\* Carl Murchison, Ed., *A Handbook of Child Psychology*. Chapter v, by Susan Isaacs. Worcester, Massachusetts: Clark University Press, 1931. Quoted with permission of Clark University Press.

came up. Between mouthfuls of custard, John, aged three and a half, asked if babies had teeth. Custard eating was suspended while this problem received the consideration it deserved. Mary, with the conviction born of close observation of a two-month-old brother, said, "No, babies don't have teeth. Our baby doesn't have teeth." Here Martha, who has a nine-month-old sister at home, interrupted quickly, "My baby sister, Kathleen, has teeth." For a minute there was silence while Martha swallowed custard before enlarging on Kathleen's dentition. Four-year-old Dick's eye suddenly lighted, "I know, Martha," he said. "Only babies called Kathleen have teeth." Martha beamed, and the entire group returned to the custard, completely satisfied with this masterly summing up of the situation.

Actually, Dick had done very well with the information at his disposal. Unfortunately for the validity of his conclusion, he had no knowledge of the relationship between age and dentition. The validity of scientists' conclusions is similarly subject to their awareness of the factors involved.

Dick's teacher, though making no comment at the time, arranged for both babies to visit the school one morning so that all the children could see that babies are not just babies but likely to vary according to age.

Young children, then, are very dependent on the experiences furnished them. Their experiences are the raw material from which they develop the concepts necessary for understanding. The range of experience offered affects not only the range of interest developed but also the areas of children's understanding and the extent of their awareness. Equally as important as the range of experiences is the way in which they are presented and related to the children's interests and level of development.

A second-grade teacher planned a temperance lesson for her young charges. She brought two worms to class, dropped one in a beaker with some water, the other in one with alcohol, and then held both up for the children to see the quick and the dead. She asked, "What does this teach us?" There was a silence for a while, then one of the boys deduced, "It teaches us that if we drink alcohol we will never have worms."

In the nursery school, through skillful manipulation of school

and community resources, the teacher uses the children's interests to enlarge their experiences and understanding. This means providing progressive educational experience for each child in terms of his particular level of development rather than subjecting all children to identical experiences. Hence, it calls for versatility on the part of the teacher and a supply of raw material in the storage room which can be drawn on as the children's needs demand.

This raises the question of what experiences the young child's environment can offer to enrich his understanding of the world around him, and at the same time stimulate his curiosity and develop his capacity for unifying his knowledge. As home and school both contribute experiences, the teacher is obviously helped by a knowledge of the type of experiences available to the child at home.

### THE NATURE OF THE PHYSICAL WORLD

#### *Experiences with Matter*

A variety of materials that he can handle, lift, saw, hammer, pound, stretch, squeeze, press, and twist gives the child the sensory experiences which are basic to his concepts of matter. The education of Helen Keller illustrates perhaps more clearly than in the case of the normal child the part that sensory experience plays in the development of concepts. The child is helped to develop concepts of matter through the following factually summarized experiences.

**EXTENSION OF BULK.** Sensory experience—handling blocks and many objects of different sizes.

Concepts—large and small, round, square, and triangular; wide and narrow; high and low; deep and shallow; steep and level; sloping and flat; thick and thin.

**WEIGHT.** Sensory experience—handling objects of different weights, wooden blocks and cardboard boxes; lifting hammers and pieces of wood and paper boxes.

Concepts—heavy and light.

**DIVISIBILITY.** Sensory experience—sawing wood and working with clay.

Concepts—dividing and halving.

**POROSITY.** Sensory experience—soaking up water with cloths and paper towels, or pouring water on dry, broken soil and sand.

**COMPRESSIBILITY.** Sensory experience—pressing and denting a soft rubber ball; denting wood in hammering; leaving footprints in the sand, headmarks on pillows.

Concepts—denting, squeezing, pressing.

**EXPANSIBILITY.** Sensory experience—seeing heated liquids boil over; macaroni and rice swell on cooking.

Concepts—expanding.

**ELASTICITY.** Sensory experience—handling rubber elastic and rubber balls.

Concepts—stretching, bending, twisting, and bouncing.

**MALLEABILITY.** Sensory experience—handling soft moist clay.

Concepts—flattening and pounding.

**IMPENETRABILITY.** Sensory experience—hammering nails into hard and soft wood.

Concepts—hard and soft.

### *Experiences with Measurement*

Today's young child lives in a world in which men seek more and more exact measurement of more and more conditions. Mensuration is an essential part of exact understanding. As the child handles material of different sizes, different weights and volumes, he makes comparisons. Around him he sees comparisons made in terms of standards. At home and at school he becomes acquainted with the appearance and names of several instruments of measurement and the names of several units of measurement. Among these are:

**LENGTH.** Experiences in comparing objects of different sizes,



such as the length of a nail with the thickness of a board, to see if the nail will go through, lead to concepts of bigger and smaller, longer and shorter.

Experiences with more exact measurement of such differences—the use of the ruler, yardstick, calipers, and tape-measures in making anthropometric measurements on children. Use of the yardstick in group building projects.

Concepts—instruments of measurement—yardstick, ruler, tape-measure, calipers.

—units—yard, foot, inch, mile.

**WEIGHT.** Comparisons of objects of different weight—cardboard boxes, hammer, pieces of wood, balancing children on the teeter-totter—lead to such concepts as balance, heavier, lighter.

Experience with more exact measurement as in the use of scales in monthly weighings of children. Familiarity with weights in which household commodities are bought or used—pound of butter, ton of coal, ounces of milk in baby's feedings.

Concepts—instruments—scales, weighing machine.

—units—pound, ton, ounce.

**VOLUME.** Experiences of pouring milk from a pitcher to a cup, and measuring liquids in making Jello and cooking, playing with gallon cans, and handling quart and pint milk bottles. Familiarity with the volume measures in which staples are bought—quarts of milk, gallons of gasoline, cubic feet of gas.

Concepts—instruments—measuring cup, gas meter.

—units—pint, quart, gallon.

**TIME.** Experiences with clock times for various happenings, e.g., school time, lunch time, bed time. The striking of the hours, the ticking of the clock, and the movement of the clock hands. Changes in program with day of the

week. Saturday—no school; weekdays—school. Annual events—birthdays, Christmas. The use of the hourglass and clock in cooking eggs.

Concepts—instruments—hourglass, clock, calendar.

—units—seconds, minutes, hours, days, weeks, months, years.

TEMPERATURE. Familiarity with instruments used in measurement of temperature; clinical, oven, and room thermometers.

Concepts—instruments—thermometers.

—units—degrees.

SPEED. Familiarity with instruments used in measuring speed of automobile.

Concepts—instruments—speedometer.

—units—miles per hour.

PRESSURE. Familiarity with the use of instruments for measuring pressure, pressure-gauge at service station.

Concepts—instruments—pressure-gauge.

—units—pounds pressure.

LIGHT. Familiarity with the use of such instruments for measuring light as the light-meter in taking photographs.

Concepts—instruments—light-meter.

—units—foot-candles.

ELECTRICITY. Familiarity with the use of the meter for measuring electric current and the use of lamp bulbs of different strengths using different amounts of current.

Concepts—instruments—meter.

—units—watts.

### *Experiences with Physical Forces*

The child sees the block tower he built on an unsteady base fall to the floor with a bang. He sees the leaves of the trees drift

quietly down. The swing he sits in comes gradually to rest after the biggest push. The tricycle he rides in gathers speed as he pedals downhill. He gives his ball a mighty throw and sees it form an arc through the air as it comes back to the ground. He gets a rough jolt when his wagon runs into the wall and bounces back.

The child's physical experience of the force of gravity, of speed acceleration and momentum, of action and reaction lead him to take them into consideration. He learns not to let go of his wagon on a hill; not to take blocks up into the tree house or Jungle Gym because of the possibility of their falling. What the child learns to know through sensory experiencing he later recognizes as intelligible principles.

### *Experiences with Work, Energy, and Machines*

The child makes use of or sees all the simple machines in operation. He shifts his hand farther from the head of the hammer when he wants more force in driving a nail or pulling one out with the claws. He balances his friend on a teeter-totter, shifting his position to adjust to the weight on the other side. He cuts with scissors, he slides the hollow blocks up a plank to the top of a box instead of lifting them, he raises the line holding his bathing suits by a fixed pulley, he uses a dover beater to turn cream into butter. When he goes to the doll factory he sees one motor turning many wheels by a system of belts. He stops to look at the steam shovel and notices the free pulleys. When his father takes the car to the garage he sees it screwed up with a jack.

The action of levers, pulleys, inclined planes, gears, and screws enters into his daily experience. He learns also from his own activities that it is easier to carry blocks in a wagon than to drag them along the ground, that wheels run more smoothly when they are oiled, and that he can travel faster on ball-bearing skates than on those without ball-bearings.

What he sees often leads him to ask questions. Questions from the teacher stimulate his curiosity and direct his attention. Simple statements from the teacher help to give verbal formu-

lation to the concepts he develops and the relationships he sees. Examples are:

If you hold the hammer at the end of the handle you can hit harder. You get more force.

Turning this wheel makes the other turn because they fit together.

This wheel makes the other one turn because there is a belt around them both.

John is too heavy for you. Sit a little farther back to balance him. (Teeter-totter.)

It's easier to move the blocks in a wagon. It's less work.

### *Experiences with Liquids and Gases*

The young child loves to pour and mix liquids. He sees the slow flow of the syrup from the jar, the quick splash of water from the pitcher. He sees the oil lying on top of the water puddles by the gas station, and he watches the rain drive across a dirty window in round drops and splash off the sill below. His rubber duck floats in his bath water, the soap sinks to the bottom. He sucks up lemonade through a straw, empties the fish pond with a siphon, and sees the water flowing through a faucet from pipes below the ground. He blows up his balloon and takes his finger off to see it collapse. He sees the tires flatten when the air goes out and blow up hard when it is pumped in. He feels the pressure he works against when he tries to use a bicycle pump himself. He watches the vacuum cleaner in operation and sees the action of the Silex coffee maker.

The meaning these experiences have for the child depends on his level of development, his interest, and the help the adults give him through their answers to his questions, and their relation of the experience to the child's present knowledge. Simple statements that pave the way for later generalizations are:

The air has gone out, it's flat now.

The pump forced the air into the tires.

The boat floats, it's lighter than water. The soap sinks, it's heavier than water.

We have to fill the siphon with water first so that the water will start running.

The water in the faucet comes from the pipes in the ground.

The pipes bring the water from the reservoir up on the hill.

### *Experiences with Sound*

The child throws a pebble in the pool and sees the ripples widen. He watches target practice from a distance and sees the puff of smoke before he hears the report of the cannon. He bangs and pounds and drums with his fingers on metal and wooden objects and produces different sounds. The note he hears played on the violin has a different quality from the same note played on the piano. He listens to the wind humming in the telegraph wires, and to the difference in sound when he taps a water glass almost full of water and one which is almost empty. He sees the accordion stretched out and pressed together and hears its different sounds. He shouts in a rocky cavern and listens for his echo. He learns from experience that play which is noisy indoors is not disturbing outdoors. He puts on soft slippers and learns to use a felt pad under his hammering board to muffle the sound indoors. He plays Indians and puts his ear to the ground to listen for redskins. He makes himself a paper megaphone to carry his voice over the yard.

The velocity of sound, the pitch, intensity, and tone quality of sounds in his environment, the production and reflection of sound, its transmission, absorption and amplification are all a part of his experience.

In answer to his questions the teacher makes such simple explanations as the following:

We see the smoke first because light travels faster than sound.

The sound comes from the wind in the wires. It makes them vibrate.

The sound bounces back just like a ball.

Sailors can find how deep the sea is by sending a loud sound to the sea bottom, and listening for the echo. When the echo takes a long time to come they know the sea is very deep there.

### *Experiences with the Phenomena of Heat*

The child rubs his hands together on a cold day. He feels them burn when he comes down a rope gripping it tightly all the way. He moves into the sun to get warm; he burns himself when he touches the hot radiator; he feels the warm air rise from the hot-air register and gradually warm the room. He sees his mother pack the picnic chocolate in a thermos bottle to keep it hot; he wraps himself in his blankets to keep warm. He sees milk boil over and a mist of steam rise from the boiling water; he plays with his mother's perfume, and leaves the stopper out to find it has all gone a few days later. He sees his crayons melt in the sun, and the steam change to water on the bathroom window. He shivers in wet clothes, and says it feels cold when he has alcohol put on his skin. He sees the milk freeze and rise up like a candle from the bottle. He helps his mother make ice cream, and sees her put salt in the ice to make the ice cream colder. He sees food kept cold in the refrigerator.

Transference of heat, expansion caused by heat, changes of state with heat, freezing and cooling caused by evaporation, and heat produced by friction are phenomena that enter into his daily experience. In answer to children's questions, simple statements that pave the way for later generalizations are:

Rubbing your hands will make them warm.

Let's move into the sun, it's warmer. The asphalt is hot here because the sun has been on it.

Let's close the door so that the hot air will soon warm the room.

We don't have to stand right over the register; the warm air will flow through the room.

Heat changes the water into steam.

The perfume has all gone with the stopper out. It has evaporated, just like the water in the bird bath.

The cold glass changes the steam back into water.

The refrigerator takes heat from the foods to change the liquid ammonia in the pipes into a gas. It takes heat to change a liquid into a gas in the same way as it takes heat to turn water into steam.

### *Experiences with Light*

The child sees the stars come out as the daylight fades; he sees the bright light in the reading lamp in the living room and the dim one in the hall closet. He sees a stick bent in the water, pulls it out, and finds it isn't bent at all. He holds a small mirror to the sun, and plays with the reflected beam, shining it on the wall. He sees the spider develop into a fuzzy monster under his magnifying glass. The prisms hanging in the sun glow with jewel colors. The sunset reddens the sky at evening; the rainbow stretches an arc of color overhead after the rain. At night he sees the neon lights of the city, and the sodium lights of the harbor bridge. What makes one red, the other yellow? Simple specific explanations help the child to find words for what he sees, questions for what he wants to know.

We don't see the stars in the daytime because the sun is so very, very much brighter. Look, when we turn a light on in the sunshine, we hardly know it is lighted.

The mirror reflects the sunlight.

This bulb gives a brighter light because it is stronger. It is marked 100 watts; the other light is only 40 watts. The stronger one uses more electric current.

We can see through clear glass. It is transparent. Only the light comes through frosted glass.

### *Experiences with Magnetism*

The child plays with the magnet in the nursery school. He dips it in the filings and lays it under a paper sprinkled with filings. At the wharf he sees the magnetic crane.

To his question the teacher replies, "The magnet attracts iron or nails. It draws them to it. Only the ends of the magnet attract. Turning on an electric current makes the iron in the crane into a magnet. When it is turned off then it isn't a magnet any more. The current is turned on when the crane has to pick something up on the wharf, turned off when it has to drop something in the hold of the ship."

### *Experiences with Electricity*

The little girl sees her hair stand out from her head and rustle when her mother brushes it on a dry day. The small boy takes his cat into the dark closet and rubs her fur to see the sparks. He sees his father put a new dry cell in the flashlight. He sees the lightning in the storm. In his home he sees electricity used for lighting, heating, and creating motion. He sees the man from the gas and electric company come once a month to read the meter. At home and at school he is likely to ask questions. Simple specific statements help him.

The meter measures the amount of electric current used each month.

Rubbing hair and fur on a dry day makes electricity.

The electric current travels along the wires. The wires conduct electricity.

### *Experiences with X-rays*

In the school and in the pediatrician's office the child is likely to have X-ray pictures made of his hand and knee. He learns that X-ray pictures are not like other pictures; when they are made of his hand and knee they show only his bones.

### *Experiences with the Physics of the Weather*

The weather affects many of the child's activities. It may make impossible the picnic his mother promised to take him



on, the bathing he hoped to do, and the kite flying he looked forward to. The child feels the cool air and breezes at the coast, and the warmer drier air back of the hills. He sees the fog billowing up the harbor; back of the hills on the other side of the tunnel he finds sunshine and blue skies. In winter it is dark when he goes home from school in the afternoon; in summer the sun is still shining. The house and trees cast long shadows in the yard on the winter mornings; barely a shadow in the summer. The moon waxes from a pale sliver to a round yellow ball; the tide comes in bringing the water almost level with the pier and goes out leaving a fishy smelling sand flat. In the early spring it rains for days at a time and the salt sticks in the shaker. For the child's benefit the teacher explains:

The salt takes moisture from the air. When the air is damp, the salt gets sticky.

The sun is low in the sky now, in winter. We can't see it when we are at the back of the house.

Summer will soon be here. It's light now when you go home in the afternoon. The days are getting longer.

It's colder here because we're so high up.

#### NUMBERS AND SIMPLE ARITHMETIC PROCESSES

The aggressive child scoops an arm round the majority of the blocks he is sharing with a friend and says, "Now I have lots. You have only a few." He hears his teacher say at story time, "We need two more chairs," and he runs off to drag one in each hand. He sees three chickens peck their way out of the three eggs. He counts four candles on his birthday cake. Every day at home and at school he is exposed to simple number experiences.

At his block building he sometimes hears his teacher say, "John needs three blocks for his bridge. He has only two now. Would you give him another?" Or at the clay table, "We have only three chairs for you four boys. We need one more." After bathing he loses his sock, and hears his teacher say, "He has lost a sock, now he has only one." At the clay table his teacher says, "You could halve your clay," or "Two other

children want clay. Would you divide yours into three, so that John and Mary and you have pieces the same size?," or "You could give Bill half of yours."

As she quarters an apple after lunch in the interest of the dental hygiene of the four children at her table, the teacher says, "One, two, three, four, a quarter for everybody."

Such simple experiences with addition, subtraction, division, and fractions are the young child's introduction to arithmetic processes.

### CHEMICAL CHANGES

The four-year-old sees the cement he helped mix and pour for the nursery school "house" harden; he watches the logs



Group project—butter making.

and fir cones in the grate burning brightly to leave a white powdery ash. He sees his garden tools covered with rust after a few nights in the dew. He asks his mother what her ring is made of and his father what dimes are made of. He begs a piece of solder and tin foil to carry around in his pocket and asks what they are. He sees the loaf sugar dissolve in his mother's tea. The Jello she pours in the mold is turned out quivering but solid a few hours later. The egg his mother breaks in the frying pan after a little hissing and sputtering becomes a fairly

solid article. His egg spoon blackens as he finishes his egg. The lemon he tries to suck puckers his mouth. He sees his mother sterilizing the baby's bottles, and he accepts soap or Mercurochrome as a necessary treatment of cuts and scratches. He has heard of vitamins and swallows his cod-liver oil and vitamin B tablets. He sees the cook set dough to rise and returns to see how high it came up. The toffee his older sister forgets to watch becomes a charred mass.

No child can linger around a kitchen for long without curiosity and interest in the changes he sees taking place in familiar foods as the result of heat, solvents, emulsifiers, acids, and ferments. The kitchen is the best laboratory for the youngest chemists. It deserves a place in every nursery school, a place where children have an opportunity to cook as well as look. Even though many of the children may develop few verbal concepts, they store up experiences which can be drawn on later for purposes of comparison and generalization.

#### SOIL AND ROCKS AND STRUCTURE OF THE EARTH'S CRUST

Poking around in the yard with a wooden spoon and a tin the child scratches up some gravel, runs the sand through his fingers, crumbles a clod from the rose bed, and molds the wet sticky clay between his palms. As he learns their names and feels them in his hands he is getting his first experience in soil differences.

On Sunday when he goes driving with his father he sees the sand on the beach rippled by the wind, he feels the dust off the plowed field blow in his face. On the beach he watches the waves dash against the cliffs, and sees the water sucked back again from the caves. He sees the banks by the road scoured from the streams of rain and the asphalt cracked by frost. From the beach the child brings home pumice and finds it doesn't sink like pebbles. He gathers some rocks for treasures, keeping them for their colors and varied surfaces. He sees around him the action of sun, wind, rain, and ocean on the earth.

The child's awareness of what is happening around him is partly a matter of his level of development and his ability to comprehend, partly a matter of the teacher's or adult's ability

to bring such happenings within the measure of his comprehension.

This calls for teachers who are sufficiently informed to be aware of the factual content of various experiences for the young child, and sufficiently familiar with the level of development of the children they are working with to make these experiences progressively more meaningful for them.

The acquiring of knowledge and wisdom is a slow gradual process. By the nature of her daily contacts with the children, the teacher either helps or hinders them in this progress.

In a nursery school a ball the children were playing with dropped down a crack in the porch floor that was in process of repair. The children did their best with sticks to get it out, but to no avail. The teacher told them she would bring her walking stick tomorrow and they could hook it out from underneath.

Next day, toward the end of the morning, one of the boys said to her, "When is tomorrow?" The teacher said, "After dinner you will drive home in the car. You will have your nap, and then get up and play. After a while you will have supper and go to bed. Next morning when you wake up it will be tomorrow." The little boy looked at her and said, "And that's the day you bring your walking stick?" With a flash of remembrance and contrition, the teacher realized the hopelessness of explanation. She said, "Yes," and one tomorrow was lost forever.

#### ASSIGNMENT

Report briefly five situations in which you felt the teacher furthered the child's understanding of—

- the nature of the physical world;
- numbers and simple arithmetic processes;
- chemical changes;
- soil, rocks, and structure of the earth's crust.

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## XII

### UNDERSTANDING THE FACTS OF HUMAN LIFE AND THE NATURE OF THE PHYSICAL WORLD (*Continued*)

*What guiding criteria might govern the type of experiences with animal life offered to young children?*

*What aspects of plant life are likely to attract the attention and interest of young children?*

*What familiarity with and understanding of his own body processes is a child of three or four likely to have?*

#### EXPERIENCES WITH ANIMAL LIFE

The young child's familiarity with as many species of the animal kingdom as the locality of the school makes possible gives him an opportunity to develop some awareness of continuity in the animal kingdom in terms of similar needs for food, rest, movement, reproduction, and adaption to the environment even though the mechanisms involved in the processes may be somewhat different.

Such awareness and familiarity call for many first-hand experiences and a certain amount of adult guidance to stimulate curiosity, direct attention, answer questions, and give simple information. The child's unaided observation and deduction are likely to lead him to strange conclusions.

Miss L., accompanied by a group of three- and four-year-olds from a city nursery school, visited the stables of a college farm. The stable man, who had grown old in the service of what he referred to as the "osses" lifted the children up to stroke the star on Prince's forehead and offer wisps of straw at safe distance from munching jaws. While he "minded" the time when Prince and Duke ran away and Bessie kicked out three slats of her stall, the children investigated, inquired, and commented on the physical aspects, habits, and behavior of the horses with a minuteness and freedom that would have embarrassed anyone

but a horse and a keeper of "osses." Finally, when the point of satiety seemed to have been reached and they were turning to go, Bill, a thoughtful four-year-old, held back to take Miss L.'s hand. She sensed another question quivering between them. With unusual delicacy he waited until they were out of earshot of the stableman before asking, "Is he the horses' father?"

In observing an animal the young child's attention is likely to be attracted by:

### *The Way It Moves*

The worm wriggles, the fish swims, the bird flies, the spider crawls, the dog walks on all fours.

### *The Way It Eats and What It Eats*

The starfish opens shellfish and surrounds food with its stomach, the spider makes a web and catches flies, the frog eats insects and spiders, the squirrel eats nuts and stores them in a hole in the tree for winter use.

### *What Sounds It Makes*

The owl whoos, the sheep bleats and baas, the cat mews and purrs, the dog barks.

A little skill on the teacher's part can extend this interest to:

### *How It Sleeps*

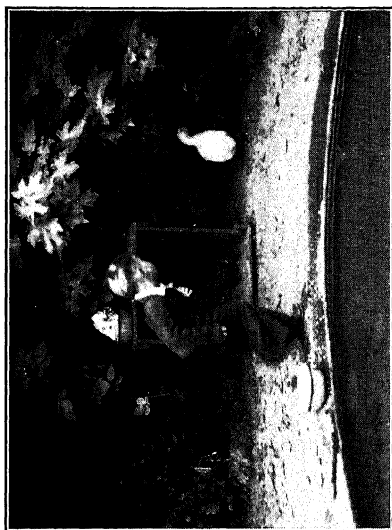
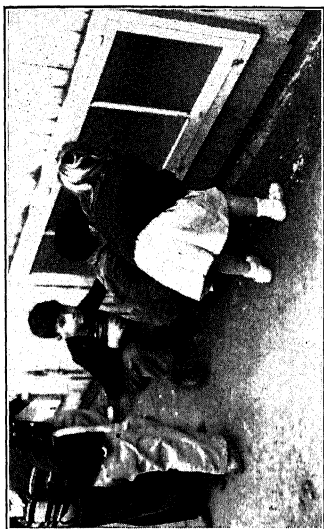
Some toads sleep all winter, owls and bats sleep in the daytime and come out at night, horses sleep standing up, dogs and cats sleep in snatches, hens and roosters go to sleep on a roost as soon as it is dark and awake at daylight.

### *What Sort of Shelter It Has*

Birds build nests for setting on eggs, the snail carries its home around with it, the rabbit makes a burrow in the ground.

### *How Long It Lives*

Moths and butterflies pass through egg, caterpillar, and pupa stages before beginning their life of a few days as a moth



Animals visit and are visited by the nursery school children. •

or butterfly. Frogs pass from egg to tadpole stage before becoming a frog. A turtle lives to be very old if no one harms it.

### *How It Breathes*

Earthworms breathe through moist skins. They come up after the rain to breathe. Insects breathe through holes in their bodies. Fish breathe through gills. Water is necessary to keep the gills open.

### *How It Produces Young*

Birds lay eggs and hatch them, moths and butterflies lay eggs, too. Mammalian mothers carry young in their own bodies until they are born.

### *Whether or Not It Has a Bony Framework*

The sponge is a soft skeleton. The crustacean shell takes the place of an inside skeleton. Birds, fish, reptiles, amphibians, and mammals have bony skeletons.

### *How It Sees, Smells, and Hears*

The starfish has five eyes and noses, the lobster has feelers and eyes on stalks, cats can see in the dark—the pupils in their eyes get bigger and let more light in.

### *How It Adapts to Its Environment and Protects Itself*

The starfish can break off one of its arms if it is caught. The lobster can grow another claw if it loses one. Its hard shell protects it. The shell of the shellfish protects its soft body; the woodpecker's strong beak helps him in seeking food; the duck's webbed feet make good paddles; the birds migrate from cold climates in winter; the worm can grow a new head or tail if it is cut in two; toads become lighter if they are kept in a light place.

### *The Use Made of Animals by Human Beings*

Many animals are used for food. The skin and furs and cocoons of some are used for clothing. Horses, goats, oxen, dogs, and elephants carry loads, and draw wagons or sleds.



Police dogs are trained to lead blind people. Pigeons can be trained to carry written messages.

Although the members of the animal kingdom available for observation are limited by the locality's resources, full realization of these resources makes possible a variety of experience for young children. By selecting representatives of as many different species as possible the children become familiar with the characteristics and habits of:

- sponges
- corals
- spiny skins—sea urchins and starfish
- worms
- arthropods
  - (a) crustaceans (lobsters and crabs)
  - (b) insects and centipedes
- mollusks
- fishes
- amphibians
- reptiles
- birds
- mammals

### *The Teacher Seeks Accurate Information*

In presenting these experiences to young children, the teacher's first need is to be fully informed so that she can answer questions and direct attention to characteristics of structure and behavior. She refers, therefore, to reliable source books and encyclopedias.

### *The Teacher Uses Correct Terms*

While making simple explanations she is exact in her terminology. She calls a gill a gill, a pupa a pupa, and a kid a kid.

### *The Teacher Encourages Children to Learn All They Can from Their Own Observation*

She gives children a chance to learn all they can from their own unaided observation before she volunteers information or helps them in their thinking.

Several children and a teacher were watching an earthworm. Michael exclaimed, as he saw the earthworm move, "It hasn't any arms or legs. How does he move?" As the teacher's reply was not immediately forthcoming, Michael threw himself on his stomach, squirmed, and said, "I can't walk that way!" thereby exhausting his unaided observation before the teacher directed his attention to the structural difference between Michael and the worm that accounted for the worm's locomotion.

### *The Teacher Gives Children Opportunities for Active Participation*

The children feel the fur of the rabbit and the pads that sheathe the kitten's claws; they help to clean the rabbit's hutch, change his water, and bring him food; they carry nuts to the squirrels in the park in a lean winter, and throw crusts to the ducks. They make a winter feeding station for the birds and keep it covered with crumbs and suet; they fetch corn from the crib to the horse's manger and shake down straw for him; they ride the donkey, and run with the dog. They dangle a twist of paper for the kitten to play with; they gather the hen's eggs and clean the fish bowl.

In this way the children are given an opportunity to make and integrate many sensory and perceptual associations.

### *The Teacher Develops Experiences out of the Children's Interests and Activities*

In response to the children's keen interest in a squirrel that ran across the yard one day and disappeared, the teacher brought two squirrels to school for the afternoon and put them in an empty rabbit hutch. The children learned that making a noise frightened the squirrels and drove them out of sight. They soon realized that they would have to be quiet in order to watch the animals, thereby acquiring valuable knowledge for future wild-life observations. The teacher provided pine nuts and acorns for feeding the squirrels. The children asked what they were and where they came from. They learned how the squirrels get them, and store them, and watched with delight while the squirrels ate holding the nuts in their forepaws.

One day when the children were out on a field trip, they passed a blind student with a seeing-eye dog. They were very

curious as some of them had not seen a seeing-eye dog before. Next week, the blind student, Miss J., made a short visit to the school with her dog. The children asked his name. They asked about his harness. The student showed them how the dog helped her to go safely down the steps and to stop at doors. She told them that he took her across streets, that he stopped when the cars were coming and crossed only when there were no cars in sight. In reply to their questions she explained that he was taught to lead blind people at a school when he was a puppy, and that she had to learn how to look after him. She told the children that he slept by her bed at night and sat beside her at the table. The teacher asked the children if they would like to show Miss J. their nursery school. The children were delighted and walked around with her and the dog, explaining where everything was and what it looked like.

One of the children had been given an Easter chicken. His mother brought it in to school with him for the two- and three-year-olds to have a look at it before she took it home. Observing their interest, the teacher asked if they would like to see some chickens hatch out of their eggs. She explained that the eggs would need to be kept warm and with the children's aid made a very simple incubator using a wooden box, an electric-light bulb, a pane of glass separating the bulb from a cardboard box lined with flannel, another pane of glass partially covering the top of the box, and a Fahrenheit thermometer. She told the children she would get some eggs that were ready to hatch. Next morning when they arrived, they found one newly hatched chicken in the box and four pipping eggs. All morning the children hung over the box watching the hatching process. They made encouraging remarks to the chickens in process of emerging, commented on their dampness and later dry fluffy state, and inquired where the eggs came from. They readily grasped the idea that the chicks were just babies and therefore not to be handled. When the black chick finally emerged from the shell, two-year-old Jenny remarked "That one's Jenny." She was also interested in and commented on the eliminating process. The children were given the egg shells to handle, and asked about the blood stains on them. On the next day and for a week following, the interest in the chicks continued with a carryover of remembering they had seen the chicks hatch. An indirect and unanticipated result of this project was the experience the chil-

dren had of sharing an interest with the parents and staff members who hung over the box just as eagerly as the children did.

### *The Teacher Integrates the Children's Nature, Music, Art, and Literature Experiences*

One morning, one of the children brought to nursery school a large turtle that he had been given. The children helped to get ready a box for it. They filled a jar with water, put some rocks in it, put it in the box, and made an inclined approach to it. All morning they kept returning to the box to watch the turtle's antics as it crawled on the plank and splashed in the water.

At music time they were asked if they would like a song about a turtle, and greatly enjoyed Vachel Lindsay's song. In the afternoon, the older children were equally delighted and told this story about it:

Once upon a time, a turtle called Myrtle came to nursery school. When she came to nursery school, she went under Peter's chair, not Elizabeth's. She went under Joyce's chair. Then Myrtle went in one of the lockers and tried to crawl up the board. Then she went around everyone's chair. Then Myrtle got tired and we put her in the box and put the box in the kitchen. We said, "Good-night, Myrtle."

Creative ability was stimulated by an interesting new experience.

### EXPERIENCES WITH PLANT LIFE

#### *The Nursery School Environment*

The young child's interest in and familiarity with plant life are necessarily affected by his environment. In a large city it may be very limited. The nursery school makes its major contribution to the young child's enjoyment and interest in growing things through the planting in the nursery school yard. Landscaping a nursery school yard is a special problem. For the children's freedom in movement and the teachers' ease of supervision, the center area must be kept relatively clear. There can be no tall trees against the southern exposure. Shade

is most effectively provided by low trees and arbors. The limitations in regard to ground surface have already been discussed in Chapter II. Whatever planting is done must therefore be largely confined to the borders of the yard.

Plants that introduce color and perfume, that show clearly marked seasonal cycles, that represent a fairly wide range of types: annuals, perennials, bulbs, succulents, shrubs, and trees, and that are native to the particular section of the country are obvious choices. Though the planting area may be limited there are infinite possibilities. Walls offer areas for creepers, for variegated ivy on trellised frameworks, honeysuckle, trumpet vine, and creeping fig. Arbors present interesting possibilities of treatment: wistarias and grape vines are two of many. Window boxes with removable insets provide for changes. Begonias, lobelias, and nasturtiums make a splash of color. Hedges can be chosen for their interest as well as their screening properties; *Acacia longfolia* and *Spiraea Van Houttei* meet both requirements. Delphinium, hollyhocks, and sunflowers are colorful background plants, cotoneasters have flowers and berries but no thorns: Lilac, daphne, magnolias, orange, lemon, and other fruit trees, mountain ash, and pepper trees have a varied appeal during the different seasons. A small rock garden, a primrose bank, or a water garden are other border possibilities.

For patios or porches, tub plants make possible change and variety. Geraniums, tulips, daffodils, fuchsias, and English lavender do well in tubs and may be removed during their off-season.

Growing things can be brought inside. A window with an uninteresting outlook often makes an excellent spot for a window garden. Plants at a level the children can see and reach to water give pleasure during the winter months. Lunch tables may be inexpensively brightened by the foliage from a mixture of carrot, beet, and parsnip tops in a flat dish.

An indoor trellis for philodendron or a screening of sweet potato vines around the windows gives the plants a structural relationship to the room. Bowls of berries, bittersweet, Chinese lanterns, gourds and corn, sprays of forsythia, fruit blossom, and willow catkin help to bring autumn and spring indoors.

### *The Growing Cycle*

The young child appears to enjoy activity for its own sake. Experiences in which he does something are therefore likely to have more appeal than those in which he is a passive onlooker.

Sprinkling flaxseeds on a sponge and keeping it wet hold his interest and attention more completely than an observation of such activity carried out by his teacher. The young child is a poor lecture audience but an eager investigator. Growing seeds on a sponge, on a wet flannel, or a rubber head and putting a bean in a glass jar between the jar and a filter paper full of wet sawdust give the child experience with germination and the appearances of roots and shoots. Growing some sweetpeas or nasturtiums and collecting the seeds give the child familiarity with an entire growth cycle.

### *The Dispersal of Seeds*

A bowl of seeding dandelions or thistles on the porch or a walk under the sycamore trees, or beside the broom, gives the children a chance to blow the feathered and winged seeds through the air and twist the broom pods. Berries and eucalyptus caps can be gathered, pierced, and strung, avocados and date seeds can be planted, burrs pulled from sweaters after the walk in the hills, and tumbleweed chased.

From such simple experiences, the children become aware of seeds and their method of dispersal.

### *Plant Needs for Growth*

Gathering earth for the window boxes and flowerpots, daily watering and moving of the pots into the sunlight, and assisting the gardener in spreading fertilizer and humus give the children a background of experience with plant needs. With the older children a comparison may be made of plants grown in the sun and those kept in a closet.

### *Different Types of Plants; Their Adaptation to Their Environment*

Variety in the choice of plants in nursery school and home determines the young child's acquaintance with different types.

The child may see ferns growing in the shade, succulents on the clay bank, and a variety of leaf shapes and forms, fruits, berries, and flowers in the yard. As he waters them, smells them, asks about them, and becomes aware of them he has an opportunity to distinguish between them and to learn their names as well as their characteristics.

### *Seasonal Changes*

As the children rake the leaves and jump in them in the fall, as they gather berries to pierce and string, as they collect nuts to take home, and help to pop corn, they are accumulating associations with a certain time of the year. In the spring, their gathering of daisies and buttercups for the flower bowls, their cutting of the bulbs, and planting of seeds, and their walk in the orchard in blossom give them a store of experiences which help to develop their concept of the rhythm of the seasons.

### *The Use of Plants for Food and Other Purposes*

Baking apples from their own tree, squeezing grapes off their own vine for juice, popping corn, helping to collect maple syrup, or to pick mushrooms, eating the vegetables grown in their own garden, leaving a stick of cinnamon in their tomato juice for a while before it is poured, and visiting the grocery store to buy their Hallowe'en pumpkin give a background of familiarity with the use of fruits, seeds, sap, fungi, roots, stems, leaves, flowers, bark, and nuts as foods. Cotton pods and tappa cloth for the children to handle, logs and cones for their fireplace, and simple information books about foods, lumber, and textiles add to their information and awareness of the uses made of plants.

## FAMILIARITY WITH OWN BODY PROCESSES

### *Growth and Development*

The young child is made aware in many ways of his progressive growth in height and weight. He grows out of his coats and pants. His shoes get too tight for him, and his tricycle too small for comfortable use. He is weighed and measured once a month and reports with pride that he is half an inch

taller than last month or a pound heavier. His relatives, on visits, comment that "he is getting to be a big boy" or "growing out of all notion." His crib is turned over to his baby brother, when he graduates to a full-sized bed. Around five, he discovers a loose front tooth and looks forward to his first second teeth.

### *Respiration and Circulation*

As he races around the yard on a warm day he speaks of his sweating as of a personal accomplishment. His body processes have for him an active personal interest. He sees the horses sweating under their load, and feels an identity based on their common condition.

After running with his wagon of blocks around the yard, he ends up panting and red-faced, feeling his heart beat fast and his breath come quickly. As he is running around on a cold morning he comes indoors tingling and glowing and says his hands are "prickling."

### *Structural Sex Differences*

In the bathroom, he sees boys stand to urinate and little girls sit. At monthly weighings when the group are undressed, his comments lead to a teacher's matter-of-fact confirmation of his discovery that boys have penes, girls don't.

### *The Taking in of Food and Eliminative Processes*

At lunch time, the small boy reports that he is eating a big dinner so that he can get bigger and bigger. Parental admonition leads him to associate eating with growing big and strong and having energy to run around. The young child is interested in elimination with an interest foreign to the adults of contemporary American society. A reading acquaintance with Rabelais is probably the teacher's best preparation for meeting this interest and pleasure with understanding.

### *Reproduction*

The child asks where he came from or is told of the coming of a new baby. Simple answers to his questions give him a basis



for later more complete understanding. Complete understanding is a matter of maturity and experience rather than of giving more complete information than the child has asked for.

It is an understatement to say that the adult's and young child's concepts of reproduction and mothering and fathering are not and cannot be the same. The young Bill who asked if the stableman were the horses' father was making explicit the young child's awareness of the cherishing of the begotten rather than the act of begetting as the mark of fatherhood.

Sue's mother was explaining to her that Mrs. B., who had just called on them, had, as Sue remarked, "a big stomach" because she was going to have a baby, that she was carrying the baby inside her body. Sue's mother reminded her that she, too, carried Sue that way before she was born. "Oh," said Sue, "but did you know that I used to come out at night and play around, and then creep back?" a piece of information that left both her mother and obstetrician father without further comment and established an interesting link between child phantasy and primitive mythology.

### *Body Needs for Health*

The child's daily routine of regular sleep, regular meal hours, well-balanced meals, sunshine, fresh air, and active play gives him daily personal experience and enjoyment of the kind of living conducive to good health.

#### ASSIGNMENT

Write a brief description of two nature experiences, one with plants, the other with animals suitable for four-year-old children. In your description state:

- A. The factual content of each experience.
- B. The way in which it is related to the children's interest.
- C. Your method of presentation.
- D. The children's response to each experience. Include photographs and verbatim records of the children's comments.

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## XIII

### UNDERSTANDING THE FACTS OF HUMAN LIFE AND THE NATURE OF THE PHYSICAL WORLD (*Continued*)

*What opportunity can the nursery school offer for language development?*

*What procedures in working with young children encourage reasoning, judgment, and problem solving?*

*What aspects of the social and economic structure of the community and country he lives in and its government fall within the experience and understanding of the young child?*

#### LANGUAGE DEVELOPMENT

We live in a world of symbols. Human understanding in any field of the sciences or the arts is a matter of understanding the symbols of that field. The measure of advancement in any field of human inquiry is largely a matter of the development of adequate symbols.

Before the end of the first year the infant has usually acquired one or two verbal symbols. They may not be identical with the adult pattern, but they serve a similar purpose. "Mama" brings his mother to him; an insistent "da" results in his being handed his doll. From then on the child progresses in garrulousness, articulation, vocabulary, and syntax.

The child's development of language is an essential part of his development as an individual. It affects his understanding of all that he sees and hears going on around him, his ability to communicate his wishes and needs to others, and hence the type of social participation possible for him. Because his command of language increases his ability to understand and cope with situations, it also contributes to his sense of adequacy and independence. So valuable an asset deserves fostering. Nursery school attendance stimulates language development by offering

companionship with a group of children, by providing a variety of experiences in such a way that they have meaning for young children, and by aiding them in developing concepts and acquiring correct terminology. In addition, the nursery school provides teachers who help the children in many ways.

Through conference with his mother, through analysis of his mental test performance on language items, and through her own observations, the teacher forms some estimate of the child's level of language development. She determines whether he has any speech difficulties. With this knowledge she helps him to progress in his effective use and understanding of language. The teacher seeks understanding of the child's level of language development at the time of school entry.

Teddy, 3.0, entered nursery school with a reputation of seldom speaking at all, and then only in monosyllables. He gave evidence, however, of understanding what was said to him. His hearing, in an audiometer test, was normal. His parents had some concern over the possibility of mental retardation. Mental test performance in non-verbal items did not confirm these fears. The teacher learned that while his parents were both away from home working, Teddy was looked after by his grandmother. She was talkative and had the habit of answering her own questions to Teddy. As far as having his wants attended to, there was no need for him to utter a syllable.

In the nursery school, the teacher took care that Teddy always asked for what he wanted. When he picked out a book to look at, the teacher often sat beside him and had him tell her what the pictures were. She encouraged him to join the group of singers at the piano. Gradually, his grandmother was prevailed upon to follow the same methods at home. Teddy's effective use of language increased rapidly.

*In Giving Directions or Making Requests, the Teacher Uses Only Essential Words and Simple Sentence Structure*

In reminding the child to go to the toilet, or to get his tomato juice, the teacher says "toilet now," or "time for toilet," or "tomato juice," "time for juice." In encouraging his safe use of equipment she condenses her comments to the necessary words: "two hands to climb"; "watch for fingers"; "get off when the

boat stops"; "hammers stay at the bench." By ensuring understanding in this way, the teacher gives the child experience with the effectiveness of language as a means of communication. She also gives him a working pattern for making his own wants equally clear and concise.

*The Teacher Makes Use of Opportunities to Name Objects and Verbalize Procedures Unfamiliar to the Children; She Is Exact in Her Terminology*

When a duck comes to school for a few days, and one of the three-year-olds says, "Look, he's opening his mouth," the teacher says, "Yes, that is his bill." "What color is it?" "Did you see him pick his food up in his bill?" Verbalizing procedures for washing and dressing, previously discussed in Chapter VII, helps the children to understand and remember these processes as well as to learn the appropriate terms for their actions.

*The Teacher Listens to Children's Conversation Addressed to Her and Gives Evidence of Having at Least Registered Their Remarks, If Only by a Smile or a Nod of the Head*

By her interest and response the teacher encourages children in their use of language. She answers their questions and adds occasional comments of her own.

*The Teacher Encourages Children to Use Language to Make Their Needs Known*

The child who runs to the teacher, clutching her and crying as he points to a tricycle he has had snatched from him, is asked, "What is the matter?" The teacher says, "Tell him it's yours," and goes along with him to give the support of her presence though having the child make the statement.

*The Teacher Provides Experiences Both in the School and in Simple Field Trips Which Help Children Develop New Concepts and Enlarged Vocabularies*

A trip to the fire station adds such words to the vocabulary as fire engine, clang, hydrant, alarm, firemen, fire station, and siren, as well as the experience which makes these words have

meaning to the children. Words without the experience necessary for understanding their meaning promote confusion rather than clear thinking.

A group of three-year-olds were preparing a very simple Christmas party for their mothers. They had made calendars to give them, decorated a tree with loops of paper, stars, and bells of their own cutting, and learned some Christmas carols. The day before, the teacher talked with the children about what they would do, that she would tell them the Christmas story, that they would sing their carols, and then give their mothers hot punch. To ensure the party's going off smoothly, the teacher had the children rehearse the program. After they had sung the carol she said, "Now, what will you give your mothers tomorrow?" Dick, 3.6, who had been absent when the teacher explained about the punch gave his teacher the understanding glance of a fellow conspirator. "A hard punch," said he, with enthusiasm.

### *The Teacher Helps the Child Who Has Difficulty with Particular Sounds*

The little girl who speaks of her "titty" is given many opportunities to hear and practice the sound of "K" both at the beginning and end of words in songs, stories, and conversation. When she reaches for her tomato juice, the teacher says, "You want your cup?" She introduces cats, corners, cracks, crayons, crumbs, cookies, books, cake, and candles into her conversation with the child, seeing that the child both listens to and repeats the words, without having her attention called directly to her misarticulation.

### *Careful Consideration Is Given the Daily Routine of the Child Who Develops a Stammer or Stutter*

There are no organs specific to the production of speech. For smooth functioning a hierarchy of dominance must be established in the nervous system. Normal speech can, therefore, be upset by conditions which affect the health and serenity of the young child. The first line of attack on the young stammerer's or stutterer's difficulty is indirect. It is a check on his

general physical condition by a physician, a check on his health routines, and the sort of demands being made on him to learn to keep dry, eat properly, dress himself, and conform to adult demands. Given satisfactory routines and relief from emotional conflicts or exacting demands from his parents, the child can be further helped by giving him time to say what he has to say, letting him move about while he speaks, and providing him with opportunities in his play to acquire breath control. Blowing soap bubbles, blowing up toy balloons, blowing up bags, blowing away pieces of paper or flower petals, and whistling help to develop the breath control essential to normal speech.

A child whose speech difficulty persists in the face of these indirect methods of treatment should be referred to a competent worker in speech correction.

### *The Teacher Acknowledges the Young Child's Enjoyment of Playing with Sounds*

Play or activity for its own sake accompanies the young child's development of specific skills. Once the infant has developed sufficiently precise finger and thumb prehension to pick up a small object he spends hours picking particles from floors and surrounding surfaces. As his language develops he diverts himself and his friends by playing with sounds and words. Alliteration and onomatopoeia enchant him. As he looks at the turtle splash from rock to pool he hears another child say "funny frog." He repeats it. Soon all the children are chanting it. His teacher tells him a story about an Eskimo dog called Blubber. The children repeat this word many times with great amusement. In stories, verse, and nonsense rhymes, the teacher gives the children an opportunity to enjoy sounds and syllables as sounds and syllables.

Parents unwittingly often give children terms for bowel and bladder elimination which lend themselves to vocal play. Adult irritation at play and laughter with such sounds gives them the charm of the forbidden. The understanding teacher recalls the fascination of such jingles as "Punch brothers,

punch with care" for even adult years, and de-emphasizes the children's activity by simply recognizing it as language play and sees that they have a range of sounds to draw on.

#### DEVELOPMENT OF REASONING, JUDGMENT, AND PROBLEM SOLVING

The young child's understanding of the world around him is not a matter of merely accumulating experience and acquiring factual information. It is largely conditioned by his ability to make effective use of experience and information in seeing relationships, making comparisons, and arriving at conclusions. The nursery school teacher helps him in organizing his information and developing judgment.

*The Teacher Gives the Children Many Opportunities to Make Choices Involving Decisions on Their Part as to the Relative Merits of the Chosen and the Discarded Alternatives*

The free play situation of the nursery leaves the child free to choose his activity, his equipment, his companions, and within the limits of their welfare his behavior to these companions. Save in situations where the children's physical welfare is concerned, the teacher's verbal contacts with the children are largely in the form of suggestions and requests. Phrased in this way, the children are, to some extent, free to accept or refuse a suggestion on its own merits rather than on the need for conforming to adult authority.

*Reasons Given for Requests, Suggestions, Commands, or Procedures Are Logical Ones*

Illustrations have already been given in Chapter VI. The teacher's example in these situations gives the children an opportunity to develop logical causal relationships. The child who dallies in putting away equipment at the end of the morning misses a part of the story which immediately follows the putting away period. The child is reminded to put on his rubbers not because "We all have rubbers on today" but because "The ground is damp."



*Children Who Ask for Help When Confronted by a Problem Are Encouraged to Locate the Cause of Their Difficulty*

The child who cries for help because he has managed to wrap his wagon around a tree stump is asked, "What is the matter?" and finally led to show just where it is stuck before the teacher offers a suggestion.

*The Children's Developing Ability to Make Fine Distinctions Is Acknowledged by the Teacher's Modifying of General Rules in the Older Group*

In a nursery school divided into patio and yard space, where the patio is the center for art, block building, and construction activities, the two- and three-year-olds in a morning group conform to a general rule that no wheel toys are used in the patio. The four-year-olds, who are a smaller afternoon group, understand that they are to keep wheel toys out of the patio when children are painting and carpentering in it. The reason for the ruling is the same in both groups—to prevent disturbance and distraction of the children in the patio. The older children, however, are capable of exercising judgment as to when using tricycles and wagons will be disturbing.

Occasionally the teacher senses the child's awareness of relationships which he has not the language or maturity to express.

Dick, 4.6, was very fond of prune whip and always very pleased when it appeared on the table. One noon, when he was back in school after a week's absence and had his favorite dessert placed in front of him, he drew a long breath of anticipation, looked at his teacher, and said, "I wish I wouldn't be born for a hundred years. When you're born after awhile you die. When you die, you're dead forever."

Morgan, in *The Fountain* wrote, "When a moment passes, we die to that moment," a *Weltschmerz* more articulate than Dick's but one which no adult would associate with the passing of a moment with a dish of prune whip.

THE SOCIAL AND ECONOMIC STRUCTURE OF THE COMMUNITY AND  
COUNTRY THE CHILD LIVES IN AND THEIR GOVERNMENT

*Group Experiences in the Nursery School*

The child gains first-hand experience of what is required for a group of people to live and get on together through his

own group experiences of cooperation and sharing property and respecting the rights and privileges of other people. In the community he sees a more structured specialization of effort and contribution.

*People Who Produce Goods on Farms and in Factories  
(Owners and Workers)*

The four-year-olds were working at the play table. One of the girls rolled a round ball. "This is a head for a doll," she said. "I'll make you a body," offered one of the boys. Soon, head, arms, and limbs were assembled, but then difficulties arose in getting the doll together. While they were working, the teacher asked them if they would like to see a factory where dolls were made. The children were delighted at the prospect. They wanted to know where it was, whose factory it was, and what sort of dolls were made. The teacher told them the factory was in a small building down below the railway line; that it was owned by Mr. Swenson, who had ten women and one man working with him making the dolls. Next day Mr. Swenson met them at the door of the factory. He showed them the barrels of powdered clay and told them that some of it came from England. He explained that he got it from there because it baked so hard and strong. Then he showed the children the molds for the dolls' heads, bodies, arms, and legs. In a big room lighted with windows ten women were at work dusting off the arms and bodies that had been baked the day before. They talked with the children and Mr. Swenson showed them how they wiped off the parts. In another room, a small motor connected by belts with several large mixers furnished the power for the working and mixing of the clay. The man working there showed the children the glaze he painted on the dolls before they were baked. He showed them a piece of glazed and unglazed pottery, and they agreed that the glazed was prettier. Then Mr. Swenson took them to see where the dolls were baked. The children got inside to see how big the kiln was while Mr. Swenson showed them how the molds were stacked in it. Next he showed them how the molds were made and gave them a few discarded ones to take back and try themselves with their own clay. The teacher asked Mr. Swenson where he sold his dolls. He told her the towns they went to and the name of a local

store that carried them. The teacher said they would like to buy two dolls for the children's house play and would get them from the store. One of the children asked why she didn't buy them from Mr. Swenson. The teacher explained that Mr. Swenson sold them only to stores, and that when people wanted to buy one or two they went to the store to buy them. She said that in the factory, everyone was busy making dolls and had no time or place to sell them. "Shops and stores," she told them, "are on main streets and the people working in them spend all day selling and wrapping up and taking the money for the things bought there." The teacher thanked Mr. Swenson for giving his time to show them around and told him how much they had all enjoyed it. The children drove home with their molds tightly clasped, well pleased with their first glimpse of industry and production.

*People Who Distribute These Goods—Retail Stores, Delivery Services (Owners and Workers)*

It was the day before Hallowe'en. The children were cutting orange pumpkins out of paper and drawing faces on them. The teacher asked if they would like to make a jack-o'-lantern out of a red pumpkin to put on their piano. She asked if they knew where the pumpkins were bought. Then she asked if they knew where the grocery man got the pumpkins. She showed them some pictures of pumpkins and corn in a farmer's field. Then she gave one of the girls a purse to carry, with a quarter in it. Two of the boys got out a wagon and all the children started down the street with the teacher. When they got to the A & P store, one of the boys said, "We get our groceries from the A & P, too, but not this A & P." The teacher said, "There are many A & P stores. They all look the same and have the same signs. People take a basket and walk around to get the things they want. Then they take them to the counter and the salesman adds up how much they cost on the cash register. When he is paid, he puts the money in the cash register." The children left the wagon at the door. One of the boys got a basket and all gathered around the pumpkins. The teacher said, "Let's put this one in the scale to see how heavy it is." "Three pounds," she told them as she put it in the basket to be carried to the counter. The salesman also weighed it. "Fifteen cents," he said, and the cash register bell rang as he opened it to put in the

quarter. "There is some change," the teacher said to the little girl with the purse. "It didn't cost as much as a quarter." Both change and pumpkin were carried off as the children concluded the transaction.

### *People Who Produce Services—Teachers, Doctors, Beauty Parlor Operators, Bakers (Owners and Workers)*

The teacher of the four-year-olds had been absent for four days because of an emergency appendectomy. The children asked about her each day and were told that she was sick, that she was in the University hospital, and that the doctors and nurses were helping to make her well again. The substitute teacher suggested that the children might like to write her a letter. Together the children assembled a page of news items, inquiries as to the exact nature of her condition, and remarks on their own past illnesses. Then they set out to deliver the letters in person to the hospital, which was only a block away. Arrived there, they stood on tiptoe to look over the information desk and see that the letter was safely delivered to the secretary. They asked who the man was, wheeling the stretcher on the casters, and were told that he was an orderly, that he helped the doctors and the nurses to move beds and stretchers and the wagons with food on them. "That's an elevator man," said one of the boys, as the elevator opened to let a white-coated doctor off. "My daddy's a doctor," said one of the girls. "He makes sick people well." "Yes," said the teacher, "doctors and nurses both help to make sick people well, the orderlies and maids help to make the hospital clean and comfortable, and the cooks in the kitchen cook the meals. They all help."

### *People Consuming and Enjoying This Production and Distribution of Goods and Services*

The four-year-olds were very anxious to build a house. The teacher asked them what sort of house they wanted. For many afternoons, they talked of its size, its windows, its doors, its roof, and how it would be made. They went to see a new building being put up on the campus. Their urge to build increased with every shovel of dirt they saw the steam shovel raise and every upright they saw driven into position. They listened eagerly to stories of house building and pored over the candid

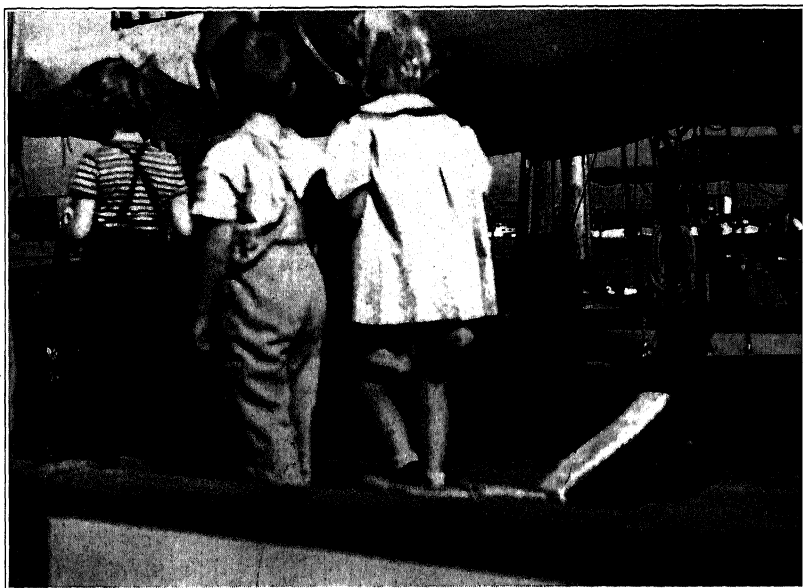
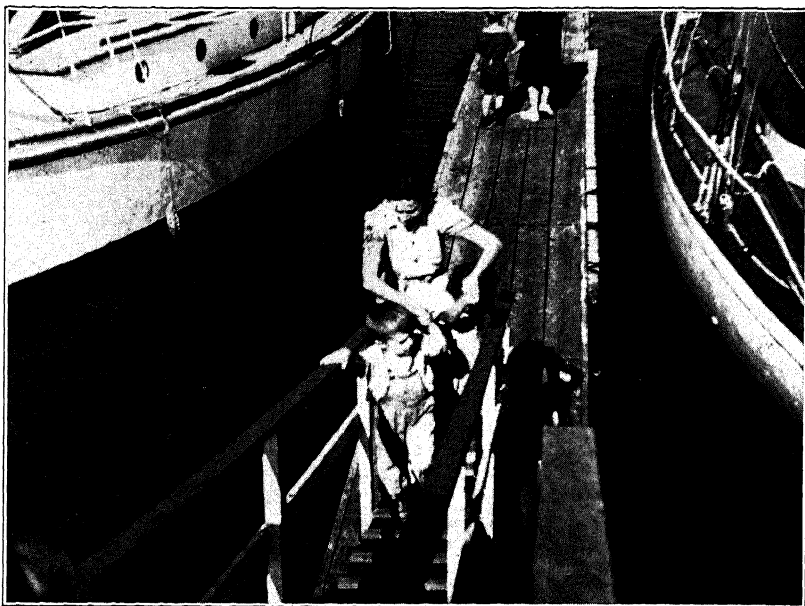
camera pictures. Finally, when their plans had been reduced to a workable level, the teacher brought out a yardstick and they helped her measure while she wrote down the length and size of lumber they would need for the walls, the posts for the corners, and the number of shingles. They all went to the lumber yard to do the ordering, and swelled with importance when their own lumber cut to order was delivered next day. Busy as beavers, they helped to make the holes, fit in the uprights, and pour the cement for a firm foundation. For days, they patiently hammered and fitted until the house was ready for staining. Then the teacher suggested that they wear their overalls to help with the staining. At last, complete with window boxes and a street number, they had their house ready to play in, to furnish, and to possess.

### *System of Exchange*

In the nursery school, the young child learns that exchange can be brought about by trading a wagon for a tricycle. When he goes shopping with his mother, he sees an exchange of goods for money, coin, paper, or check. He becomes aware of its purchasing value. He may even make sufficient distinction between denominations to appreciate the importance of paper money. He asks his father about his check book and learns that it came from the bank. A bank becomes to him a place concerned specifically with the handling and storing of money, an elaboration of his own penny bank.

### *Transportation and Communication*

In a world where distance becomes progressively diminished by the means of bridging it, the young child is daily aware of many means of communication and transportation. He comes to school in the family car and overtakes the street car. He sees his father off on the streamliner, he crosses the harbor on the ferry, and hears the airplanes flying low overhead. He sees steamers and tugboats, yachts and speedboats. By five, he has traveled on at least some of these. As he rides around on his wagon, he is a truck driver, a motor man, and an engineer on a streamliner. Visits to the railroad station, the yacht harbor, and the air station develop his concepts of railroading,



Carefully planned field trips enlarge the young child's understanding of the world in which he lives.

yachting, and flying. His information books with their clear pictures and simple language help to integrate his impressions.

The four-year-old group made valentine cards for their mothers. When they were finished and addressed, the teacher suggested that they all go down to the post office to post them. They bought stamps at the counter and dropped their letters in the box. Then they went behind the counter and saw the letters traveling on a belt to the sorting table where the mail sorter put them in piles with the stamped faces up. While they were there, a mail collecting van brought in letters picked up from the green post boxes at the street corners. Then the children went to the canceling table to see the stamps canceled and the letters stamped with the name of the station. They saw the letters with air-mail stamps put in special bags and taken off in a van to the flying field. Their own letters were put in bags for the streets they lived on. Next day, they all reported that their cards had arrived.

### *Government*

Aside from the working structure of the community, the child becomes aware of some of the activities of governing bodies, municipal or county, state and federal. In a walk around the block the child sees such evidences of municipal and state ownership, control, and protection as a fire hydrant, fire-alarm box, a mail box, a manhole, street light, street markings, and traffic signs. Public schools, state police, county hospitals, national banks, and local fire departments come within his experience.

He may hear of a president and a governor, and may even hear the president's voice speaking over the radio. He hears of a United States Army, a United States Navy, and a United States Air Force. He sees men in uniforms and may watch them in processions. With a little explanation, he becomes aware that a governing body not only provides certain services but also regulates the protection of some goods and services. He sees the government stamp on the meat hanging up above the butcher's counter. If he comes from a poor home he knows that relief comes from the government.

As the child watches the red and green traffic signs and the

traffic police watching the highway, he learns that there are laws for the conduct of people in groups, just as there are rules for the children in the nursery school.

During elections, young children wear election buttons and may know that the people are choosing or voting for a president. In their group activities, children already have the experience of choosing or voting for one who will do a particular task, and they have their first inkling of a majority vote. In March they may hear that people pay taxes to keep the schools and other government services running.

Carefully planned experiences and field trips, related to the children's interests and adapted to their understanding, and simple explanations bring the social and economic structure of the community the child lives in within the measure of his mind.

#### ASSIGNMENT

Report briefly one instance of a child solving a problem or giving evidence of reasoning.

Plan a simple experience for the four-year-old children, designed to increase their understanding of the social and economic structure of the community they live in. Report in outline the factual content of the experience, its relation to the children's interests, your method of presentation, and the children's response.

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## XIV

### AESTHETIC DEVELOPMENT AND THE CREATIVE ARTS MUSIC AND DANCE

The function of beauty in the education of children is to lead them imperceptibly to love through sensory experiencing what they will afterwards learn to know in its own form as an intelligible principle. PLATO.

*What is the teacher's objective in her work with young children in music and dance?*

*What are essentials for the nursery school teacher in her work with young children in music and dance?*

*What music and dance experiences hold interest, enjoyment, and educational possibilities for young children?*

The young child's experiences with music and dance are necessarily affected by the culture in which he lives. In the pueblos of New Mexico, the Indian infant is likely to be held in the arms of one of the chorus who furnish the choral accompaniment for the corn dance and other ceremonial dances. By four, he may be taking part in these dances, padding rhythmically up and down on the dusty ground with the rows of dancers, the foxtail of his costume bobbing behind him. In Samoa, where song is an accompaniment to many of the activities of the day, the young child's first experiences with music are as an accompaniment to rhythmic activity. The makers of the music are his parents, brothers, sisters, and friends. Their instruments are simple. The young child living in an apartment in a large city is likely to hear music only over the radio. The music may be produced by a symphony orchestra, a blues singer, or a dance band. It has no relationship to the activities of those around him and is not participated in by them. Often the music is heard against a background of household noises. Under these circumstances, the young child, like

the adults in the family, hears but does not listen to music and may even learn to disregard much of it.

In nursery schools, the approach to music and dance is often timid and somewhat apologetic. Staff members with little training and ability are self-conscious and conscientiously determined to do nothing rather than do the "wrong thing." As far as the dance is concerned, the situation is complicated by disagreement among its devotees as to whether it is essentially a composition of movement forms, an expression of a mood, or an interpretation of a musical composition. All of this is a distinct setback to what would seem to be the obvious objective of the nursery school teacher—to make music and rhythm a part of the child's living and a form of emotional experience through making enjoyable a variety of music and rhythm experiences; creating music, responding overtly to it, listening to it, and reproducing it.

The teacher who enjoys music, who is observant, resourceful, and creative, adapts the children's, the school's, and her own musical resources to realizing this objective. When her training is inadequate, she seeks to develop her ability by further training. It is only as music and dance have meaning and enjoyment for her that they can be translated in terms of meaning and enjoyment shared with the children. Of primary importance, then, are the teacher's singing voice, which should be light in quality to facilitate the children's imitation, and her sense of pitch and rhythm.

Equipment in the nursery school yard which provides rhythmic bodily experiences and such simple musical instruments indoors as tapsticks, rattles, drums, a triangle, gong, child's harp, tuned bars or bells or a xylophone, and a flute (for the teacher's use) foster the children's interest in and readiness for music experience.

In order that the children shall not disturb or be disturbed by others at play, a room should be set aside, if only for certain times of the day, for music. Here the children come alone or in small groups for singing and rhythmic activities and to listen to music. A victrola in this room makes possible a variety of music for the children's listening.

*The Teacher Appraises the Singing and Rhythmic Development of Each Child Shortly After He Enters School*

The Merrill-Palmer measure of singing and rhythmic development of preschool children offers forty-two items for the teacher to check on the child's singing development, forty-four to check on rhythmic ability. The teacher can devise a somewhat simpler and more direct test by determining how many single tones and tone combinations each child can match and what rhythmic patterns of sounds he can reproduce by tapping. With this information the teacher is able to group the children, without their awareness, in terms of pitch development when she brings a few of them together to sing with her. She also knows what sort of experiences each child is ready for.

*Experiences with Pitch, Intensity, and Tone Quality Stimulate the Children's Interest in and Enjoyment of Musical Sounds*

The child at play in the nursery school yard beats with his spoon on metal and wood and taps the solid and hollow blocks. When he hears adults speak, he distinguishes the low tones of a man's voice from the higher ones of a woman's. He recognizes his friend's voice in the yard before he sees him. In the music room he finds rattles, drums, a triangle, gong, tuned bells or bars, tuned water glasses, and a child's harp. As he experiments with them, he hears sounds of different pitch and intensity. Occasionally, a teacher or parent brings an instrument to the nursery school, a cello or violin. These enlarge the children's experience with the tone quality of different instruments.

One day Jim B.'s father brought his violin to the nursery school. Tomato juice had just been served, and some of the children had gone into the music room, where a teacher was playing and singing one of their songs. The father opened the case, while the children questioned him about it. He showed them the violin and the bow, drew it over the strings so that they could hear the sound, and let one or two of the children lightly brush the strings. The children asked him what the wooden box was for. Mr. B. said, "It makes the sound loud and clear. The shape and the kind of wood of the violin box make

it sound like violin notes." He asked the teacher to play a note on the piano so that the children could hear the difference between the piano and the violin note. When he began tuning the violin, the children asked him what he was doing. He explained that when he turned the pegs and tightened the strings, it made the sound higher; when he turned the pegs the other way and loosened the strings, the sound was lower. He told the children that a violin is always tuned before it is played. The teacher asked him if he would play the song with her. Some of the children sang, while some listened with great interest. When he was through, Mr. B. asked the children what they would like him to play. When he had played the songs they asked him for, he said, "Now I'll play something for you to listen to," and played one of the Strauss waltzes and the "Largo" from Dvořák's *New World Symphony*. The children asked him the names of the music. He told them and said that, when he came back sometime, he would play them again.

*Many Rhythmic Experiences That Are Heard or Felt Increase the Young Child's Sensitivity to Rhythm*

The child hears the tick of the clock in a quiet room, the pound of surf on the beach, the tread of marching feet, the clack of train wheels, the click of the windshield wiper, and his own rhythmic banging or tapping. In his play he feels the rising and falling rhythm of the swing, the rhythmic pound and jerk of the rocking boat, and the pulse of his spring on the jumping board. He bounces up and down on the Arabian horse and sits on the packing box, drumming his heels against its side to beat a rhythmic tattoo. Sometimes he hums or chants to himself a vocal accompaniment to his activity or joins in the rhythmic play of his friends.

*The Young Child's Free Spontaneous Body Movements to Music May Be Developed into a Controlled Selective Rhythmic Response*

Infants under a year often bounce, jiggle, and lall to music with a simple melody and marked rhythm. Out of this spontaneous response can be developed progressive awareness of tempo, accent, rhythm, and phrase. With this development

come greater interest, understanding, and enjoyment of rhythm, and the development of a medium of creative expression.

Jimmy sat on a large box drumming his heels. Bill got up beside him and started to drum too. "Stop," said Jimmy, "you're not kicking like me," and he drummed with his heels for Bill to listen to. Bill kicked with Jimmy, watching him closely. They both laughed at their combined efforts. Soon two more boys joined them in a kicking quartet. Their teacher brought out a drum and sat near them. One of the boys asked her what she was going to do with it. She said, "I can make the drum sound the way your feet do on the box," and, while they listened, she imitated their tattoo. One of the boys said he'd like to beat the drum while the other boys kicked, and for a while he gave them a drum accompaniment to their kicking.

Both the beater and the kickers became more conscious of the rhythm of their activity as they kicked, beat, and listened.

Four children came into the music room. They picked up some tapsticks which had been put out for the first time. As one of the children tapped with them on the floor, the teacher said, "Those sticks are tapsticks. They are to tap with." After a while she picked one up and said, "Listen, see if you can tap this."

After the children tried and listened and tried again, she said, "Now listen to this one," and she tapped with a marked accent on the first beat. After the children had tried it twice, she said, "Now, I'll tap it on the xylophone," and she tapped the melody of "See, here comes the big procession," from *Singing Time*, and suggested that this time the children tap with her. "Is there anything else you would like to do with me besides tap?" she asked as she finished the melody. "March," said one of the boys, getting to his feet, and while the teacher repeated several bars, the four children marched around her.

Experience with clapping or tapping rhythms prepares the children for listening to the rhythm in music. Later, they are able to vary their response to it. Walking, beating, clapping, and swinging the arms are probably the simplest natural rhythmic responses for young children. Running, leaping, jumping, hopping, galloping, skipping, swaying, turning, and roll-

ing come later, as the child's motor coordination and rhythmic ability develop.

A metronome is excellent standard equipment for the teacher's practice out of school hours, offering a check on the rhythm and tempo of music played for the children. Rhythm periods for even small groups are more easily handled by two than by one teacher. The second teacher can accent the movement, remain alert to improvisation of the children which can be further developed, or herself participate in the children's rhythmic response.

*Developing the Ability to Reproduce Music Gives the Child a Repertoire of His Own to Draw on for His Pleasure*

The first songs for young children are within their pitch range. They are little more than sentence songs sung on a descending scale. The teacher composes them to fit in with the children's interests and to come within the range of their singing ability. She sings them with no instrumental accompaniment. As the children's singing ability develops, the teacher draws on a loose-leaf song book made by clipping songs from various sources. This arrangement has the convenience of grouping songs in terms of subject matter. It does away with hunting for page numbers of songs about trains, airplanes, falling leaves, galloping horses, or a turtle called Myrtle, when these are what the children are interested in singing about.

Singing games and dramatization of songs have a social value, as the pleasure of each child is to some extent dependent on or enhanced by the participation of every other child. Such games and dramatization often interest active children in singing who would not otherwise participate. Simple games which give every child an opportunity to perform are the best selection for young children. "The little mice are creeping" is excellent in this respect, giving any number of little mice a chance to take part and an old gray cat an opportunity to introduce dramatic emphasis. "Here we go round the mulberry bush" can be used and adapted to cover any activity of the children's day. From the wealth of rhythmic folk plays available the teacher has a wide field of choice.

*The Teacher Fosters the Children's Interest in and Enjoyment of Singing by Her Own Spontaneous Singing in the Nursery School*

The children were getting ready to put their outdoor toys away at the end of the morning. The teacher smiled at two reluctant helpers and sang, "Hi ho, hi ho, it's off to work we go," as she drew a wagon alongside them for their block loading. "Hi ho, hi ho," joined in some of the children and all went to work.

"Look, we're birds," called the children to their teacher from the tree house. They flapped their arms and said, "eek-eek." The teacher smiled and sang, "Little birdie in the tree, in the tree, little birdie in the tree, sing a song to me."

Bill raced after Tom, who was running away from him. He caught his sweater and held on laughing as Tom pulled away. It was a windy October day with autumn leaves whirling across the yard and the children in high spirits, running and shouting to each other. The teacher looked at Bill and Tom and sang "Polly Perkin, Polly Perkin, hold on to my jerkin." The other children ran to join the "jerkin holder" and soon the teacher was singing to a chain of them.

*The Teacher Stimulates Creative Effort in Music and Rhythmic Activities Which Are Forerunners of the Dance*

The teacher observes the children's rhythmic activities during their free play, their repetition of metric phrases, their rhythmic patting and pounding at the clay board, and hammering at the carpentry bench, their simple tone combinations on the tuned hollow bars, and their rhythmic repetition of bodily movements, swinging, swaying, bending, and bouncing. From their play activities, she gets cues as to their interests, level of development, and readiness for different types of musical experience which may be developed in the music periods for small groups. Sometimes she heightens the children's enjoyment by enlarging their rhythmic experience. To the child who says, "Look at me," as he bounces on the bouncing board, she claps and chants, "Up and down, up and down, this is the way we go to town." Later in the morning, when the young jumper joins a group at the piano, the teacher says,

This is the way Bill's feet sounded when he was bouncing this morning," and she improvises a simple rhythm with two beats to a bar. In the tree house, Mary sings, "I'm up here, and you can't catch me." Later, her teacher plays Mary's song on the piano for the other children to hear.

By her interest in and recognition of the children's improvised songs and rhythms as well as her reproduction of them, the teacher encourages creative effort.

### *The Teacher Provides the Children with Opportunities to Listen to Music*

The child is free to go to the music room and listen to music, just as he is free to go to the book corner and get out a book to look at. He is also free to leave when his desire for music of this sort is temporarily sated. A teacher handles the victrola records for the younger children and supervises closely the older children's handling of them. When staffing is limited, the use of the music room may also have to be limited. The records offer the children such variety in listening to music as the clear harmonies of Mozart, Schubert, and Haydn; the gaiety of Gilbert and Sullivan; the haunting melodies of negro spirituals; the rollicking rhythm of sea chanteys; and a variety of musical compositions, all good of their type. The teacher also sees to it that the children shall hear music made on different instruments and canvasses the musical talent of the children's parents and student assistants to provide such opportunities.

A student assistant from Hawaii told the four-year-olds during their music period that some day she would dance for them. She told them that her dance was an Hawaiian dance called the Hula, that the people who danced it in Hawaii wore grass skirts and necklaces of flowers. In Hawaii, she explained, it was always warm and sunny. When she danced it, she said, she would wear the same clothes as the Hawaiian dancers. Next afternoon, while the children were having their tomato juice, she came out in her grass skirt with flowers in her hair, a lei around her neck, and flowers around her ankles. The children were very curious about her costume, so she showed them some photographs and





Music Experiences.

A singing game with a small group.

Enlarging children's experience with tone quality of different instruments.

pictures of Hawaiian dancers and of the palm trees and beaches in Hawaii. Her friend whom she had brought with her had a ukulele. She explained to the children that it was played with the fingers, not with a bow. While the children brought their chairs into the patio, a grass mat was spread for the dancer. She explained that the Hawaiians danced with their arms as well as their feet and bodies. Then to an absorbed audience, she danced a cowboy hula. One of the boys, who had been in Hawaii, said that he would like to try. After his effort, the dancer suggested that her friend play an Hawaiian song. The friend did this and then said she would like the children to sing one of their songs to her. Later in the afternoon, Ian said that his brother wore a skirt and danced too. "What sort of a skirt?" the teacher asked, and found that the brother was in a University Highland band. A week later, a proud Ian brought his piper brother to school, where the children listened wide-eyed and wordless to the skirling of the pipes. Later, they asked about his kilt and sporran and bonnet. The piper knelt down so that they could see how he blew air into the bag and used his fingers to make different sounds on the pipes.

Occasional experiences of this sort extend the children's acquaintance with different forms of music and dance and help to counteract early tendencies toward conservatism.

Miss L. was in the habit of singing to the children as they lay on their cots in the restroom before lunch. Singing with Miss L. was more a habit than an accomplishment. She sang because she liked to and because the children seemed to enjoy it. One morning John's mother, who had been a concert singer before her marriage, was visiting in the school. Miss L. suggested that she sing to them. She sang one of the children's songs, a French nursery rhyme, and a lullaby. Then she paused and said, "What would you like now?" "I'd like Miss L. to sing," said a clear voice from the first row of cots.

#### ASSIGNMENT

Plan a singing and a rhythm experience for one or more of the nursery school children.

In your report indicate the content of this experience, its relation to the children's interests and abilities, your method of presentation, and the children's response.

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## XV

### AESTHETIC DEVELOPMENT AND THE CREATIVE ARTS THE GRAPHIC AND PLASTIC ARTS

*What is the teacher's objective in her work with young children in the graphic and plastic arts?*

*What possibilities does the nursery school environment offer for exposing young children to beauty of line, form, and color?*

*What media for creative expression may be used by young children?*

*What methods does the teacher use in fostering the young child's enjoyment, development of technical skill, and creative ability in the graphic and plastic arts?*

The new revision of the Stanford-Binet includes a test at the four-year six-months level which requires a child to decide which is the prettier of two faces. Prior to this age, investigations indicate that the young child's concept of beauty in terms of his response to color harmony, composition, rhythm, and unity is not that of an adult. With increasing age, there are indications that his response is affected by his native endowment and by his experience.

*Full Realization of the Possibilities the Nursery School Environment Offers for Exposing the Young Child to Beauty of Line, Color, and Form Is a Major Objective of the Nursery School Teacher*

The teacher plans the nursery school yard so that it is pleasing to the eye as well as an invitation to vigorous activity. The large stationary yard equipment is arranged with some thought for unity and balance as well as ease of supervision. The planting is considered in terms of landscape composition as well as vegetation. Nursery school architecture, furniture, and equipment are necessarily functional and simple. Lines and proportions may, however, be interesting and pleasing. Color

is important. The teacher who has little feeling for and enjoyment of color is wise to seek assistance in planning for its use in the furniture and equipment of the nursery school. Storage facilities are necessarily extensive. Thought in their planning, as discussed earlier, ensures not only their functional character but also their contribution in terms of interest and design. As suggested in Chapter XII, indoor planting may bear a structural relationship to the room. Containers for crayons, scissors, drawing paper, and construction materials offer opportunities to introduce varieties of simple basketware, thus adding the interest of a different texture. Smocks and aprons for painting and clay work can be something more than protective covering. The teacher herself is a part of the environment. Her dress and appearance may add to or detract from it. A nursery school which serves a noon luncheon may make the lunch tables jolly and inviting by the use of color in the pottery and design, weave, and color in the place mats, table covers, or table tops. Meals can be planned for their appeal to the eye as well as their nutritional adequacy.

The nursery school environment is preeminently one in which the young child is free to touch, handle, and manipulate the furnishings and equipment. Yet it is a necessary part of his social development to learn to make a selective response to the objects in his environment: to throw his ball, to look at the picture on the wall, not carry it around in his wagon, to gather the fallen leaves, to look at and smell the flowers, to play with the pieces in his puzzle box, but merely to look at the dress accessories and costume jewelry of his mother's friends. The nursery school helps the child in this learning by having a few objects which are there simply for the child's enjoyment in looking at them.

Mrs. S. confided to the teacher of her two-and-a-half-year-old Bud that, though in general delighted with the results of his nursery school experience, it had introduced a problem for her on the few occasions on which she took him visiting in relatives' homes. Prior to nursery school entrance, Bud had learned to play with his toys and to leave adult possessions alone. After two months in the nursery school environment, Bud became a

drawing-room terror and a menace to even a simple home. Two months of freedom of manipulation in what Bud called "the nursery school house" had apparently broken down whatever previous distinctions existed in his mind. Appreciating Bud's, his mother's, and her friends' predicament, the teacher put a few pieces of colorful pottery in recessed shelves in the restroom of the two-year-old group. In answer to their comments she told them they were there for them to look at like the pictures in their playroom. She raised the shades as the children left the room so that they could have a good look at the pottery, which was simple and without pattern. On the third day when the teacher left the room for a minute to see what a child was doing in the locker room, Bud stood on his cot and took down one of the pieces. It slipped from his hand and broke on the floor. A breakable object in the nursery school was a new experience for the two-year-olds. As the teacher returned, they told her what had happened and added that Bud was a bad boy. The teacher quietly picked up the pieces to get them out of the way of stockinged feet. She smoothed the cover over a guilty-looking Bud and sat down with the resters. When the rest period was over, she went over to the shelves and, pointing to the pottery, said, "To look at, not to touch; they break!" Two weeks later, another piece was broken. Thereafter, the pottery was untouched for the rest of the semester, though the children often commented on it. The teacher felt that they had made progress in learning that an object can be enjoyed without being handled, and that its preservation makes possible its continued enjoyment.

*The Teacher Makes Available to the Children, to the Extent of Their Capacity for Its Enjoyment, Their Cultural Heritage in the Graphic and Plastic Arts*

In selecting pictures for the children, the teacher endeavors to offer them variety. She may include pictures by older children, such as those of the Čížek art group or the Mexican children's art group, some of the later colorful paintings of Van Gogh, Chinese brush drawings, Breughel's scenes of skating and playing children, Dürer's woodcuts of animals, Paul Klee's paintings, Kandinsky's abstractions, and photographic reproductions of primitive drawings from various sources. Her selection represents variety not only in subject matter but also in

the organic treatment of space in line and color, and in the medium employed. In this way children become familiar with the stroke of a brush, the hard line of a pencil, and the freer use of color.

Reproductions may be obtained from art museums and local dealers. Occasionally they may be rented or borrowed from art departments and libraries. By mounting or matting they may be made to fit into frames that are hinged to the wall. Such an arrangement simplifies the problem of changing pictures.

Hangings, either block prints or woven designs, enlarge the children's experiences with texture. A mural or mosaic treatment of wall space extends pictorial expression to other media. A few pieces of simple pottery, a Mexican or Indian bowl, have special interest for children who are themselves working with clay.

*The Teacher Provides Media for Creative Expression,  
Which Are Made So Available That Children Can Use  
Them with a Minimum of Adult Assistance*

In providing media for creative expression, the teacher considers both the variety of expression they make possible and their ease of manipulation by the children. For the youngest children, finger paints, soft clay, and wet sand have the natural advantage of bringing the child in direct contact with his medium with no intervening tool.

*Finger Paints*

A satisfactory finger paint may be made from the following recipe:

$\frac{1}{2}$  C Linit starch.

$1\frac{1}{3}$  C Boiling water.

$\frac{1}{2}$  C Soap flakes.

Paint Vegetable coloring, show card or poster paint.

1 T Glycerin.

The starch is mixed with enough cold water to make a smooth paste. Boiling water is added, and the paste is cooked until

glossy. The dry soap flakes are stirred in while the mixture is still warm. After it has cooled, glycerin is added and the mixture is poured into jars. Paint—a very small amount of vegetable coloring blends in clearer shades than the poster paints—is added last. The mixture can be kept for a week if it is covered with a damp cloth or a tight lid.

An 18-inch roll of butcher paper on a roller furnishes an inexpensive and satisfactory paper that can be cut off in strips, ready for immersing in a metal tray of water. The wet paper can be removed to the table by the older children. For younger children with less manipulative skill, the teacher lays the paper on the table in front of them. A table top of Bakelite, cemented linoleum, or enamel that can be easily cleaned provides a good working surface. Chairs of a height to ensure feet on the ground and allow elbow room for the children make for comfortable working conditions. Non-tipping racks in the center of the table containing four custard cups or jars with red, blue, yellow, and black paste are easily reached by the children opposite them. A tongue depressor in each jar makes it possible for children to help themselves to paste without mixing the colors in the jars with their fingers.

Raglan-cut smocks that are easily put on and taken off and completely cover all clothing free the child from concern over possible damage to his clothing. A multicolored seersucker has the advantages of requiring no ironing and of making paint splashes inconspicuous.

A holder full of soft paper towels on the wall removes surplus paint from fingers and palms. A wire running the length of the art unit offers generous drying facilities for the paintings which are simply laid over it.

Such arrangements make possible a maximum of independence in the children's use of finger paints.

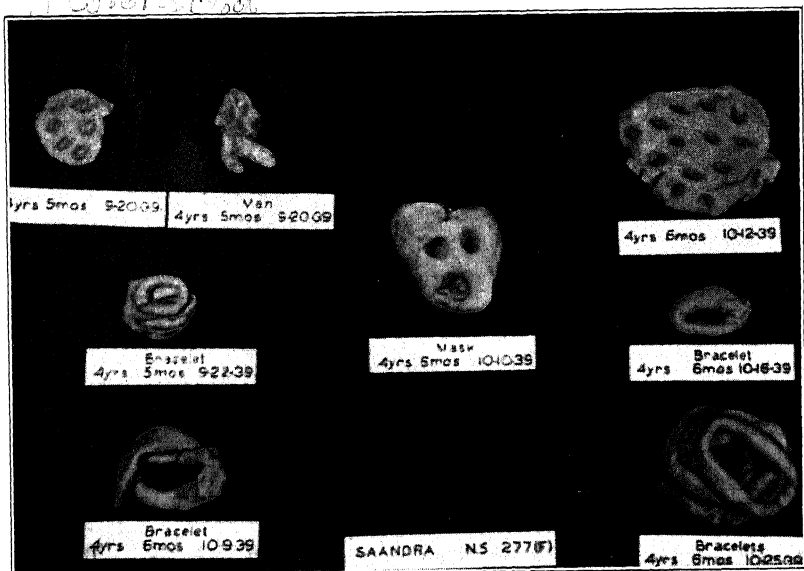
### *Wet Sand*

A low sand table for wet sand gives the children an opportunity to model in sand. If it is placed at a good working height, the children can stand to work or sit on a bench.



### Clay

A covered crock for balls of soft, moist clay, sufficient table space for the children to work without crowding, chair and table heights scaled to afford comfortable seating for each member of the group, smocks for the younger children, and an easily cleaned working surface or individual boards for



Clay modeling of a four-year-old.

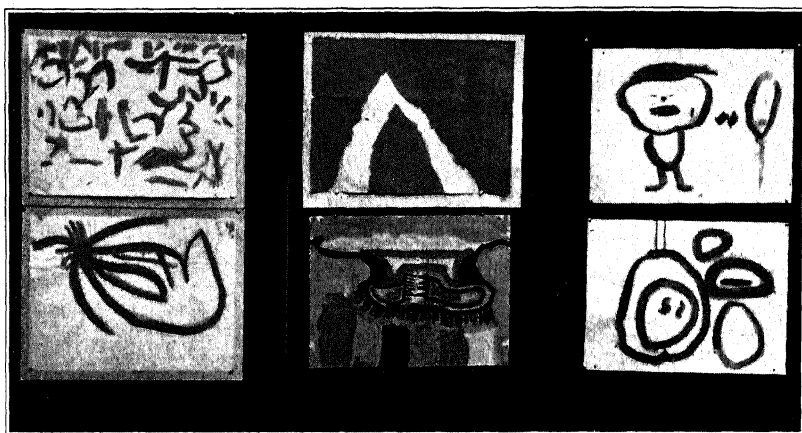
use on the table are necessities for work with clay. While there are many trade names for art clay powder, ordering one that can be fired makes certain a smooth, non-crumbly texture. A simple way of preparing the clay is to suspend it in a flour sack in a basin or bowl of water for twenty-four hours or until the clay is completely dampened. Dried worked clay can be re-softened in the same way.

### Crayons

Crayons are scaled to the child's manipulative ability, thick, short, stubby crayons being available for the less skillful. To preserve the crayons and to permit their free use by the younger children, shallow baskets or wooden containers provide more

room and easier handling than the original boxes in which they are closely packed. Convenient storage for unfinished manila paper is a wall or floor rack from which children can remove sheets as they need them.

Easels with sheets of paper or a large sheet of paper stretched across a wall surface encourage free arm movement from the shoulder. A sloping table or workbench surface, similar to a draftsman's table, encourages better posture than a level table



Brush paintings, showing experimentation with mixture of color, brush stroke, enclosure of space, design, and representation.

top. This may be simply a hinged drop leaf on the wall that can be lowered when not in use. Providing some variety in working conditions and arrangements: easels, wall surfaces, and workbenches gives the children an opportunity to determine the possibilities of each arrangement. A child set down at a table with a small piece of paper may produce work quite different from what he does when he can stand at an easel or work beside a friend on paper of mural proportions.

### *Brush Painting*

An easel well supplied with sheets of unprinted newspaper the child can remove without assistance, a working surface the child can reach easily, a rack that holds paint jars firmly in position, and a hook for a painting apron the child can put

on or off by himself furnish satisfactory easel conditions. Two screws and paper with holes punched to correspond to the size and position of the screw heads offer a satisfactory arrangement for keeping many sheets of paper on the easel and make possible their easy removal by the children.

As young artists are prolific, extensive drying facilities are needed. Wires or lines running the length of the art unit have the advantage of taking up little room space. They also display the paintings, thereby adding some interest to the room, and are easily reached by the children, who simply hang their paintings over the wires. Like crayons, brush proportions bear a relationship to the manipulative skill of the painter, the younger and less skilled children needing a sturdier, shorter handle to ensure their steady grip of it. Once a child can use a brush with ease, providing him with some variety in round and flat brushes increases his opportunities for determining the possibilities of his media. Each jar of paints requires its own brush to avoid mixing colors. In the absence of conclusive experimental evidence as to the effect of the colors provided on the child's products and pleasure, it is probably safe to assume that the three primary colors and black furnish the beginner with a satisfying color experience. Several equipment and art supply companies carry excellent poster paints of clear color and vegetable origin.

### *Blocks*

Harriet Johnson in *The Art of Block Building* furnishes illustrations of a set of blocks designed by Caroline Pratt which make possible many types of construction and arrangement. Advantages these blocks possess are convenient size for easy handling and interesting size relationship between units, so that each unit is a multiple, fraction, or duplicate of each other unit of the same type. Such variety in shape as triangles, curves, and cylinders, as well as the rectangular units and cubes, increases the possibilities both for representative construction and the more abstract spatial arrangements to which the child gives no name. Storage facilities which make possible some separation of the different types of units facilitate their con-

structive use by the child. Floor area set aside for block play ensures working space and freedom from interference from other activities for young builders. Such accessory block play materials as rubber trucks, automobiles, airplanes, animals, and people scaled to the size of the blocks increase the possibilities for representative construction.

### *Colored Papers, Paste, Paper Stapler, Scissors, and Paper Punch*

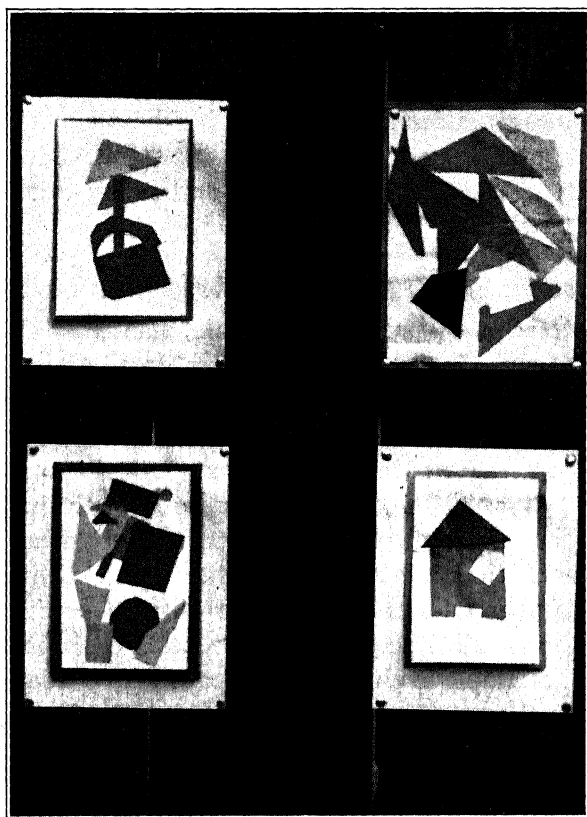
A basket full of small pieces of colored paper of various shapes and sizes, some stiff sheets of paper for mounting them, a stapler or library paste that is furnished in small amounts in jars with brushes give children an opportunity to produce interesting color arrangements or paper collages.

Round-pointed kindergarten scissors in baskets, colored paper in wall or floor racks, and a waste basket provide in accessible form the materials needed for cutting with scissors. Until children have developed some skill and precision in cutting, the scissors are likely to represent a problem in manipulation rather than a means of creative expression. The same is true of the punch which the older children are likely to become acquainted with in construction problems. Considered as equipment for creative expression, it has limited possibilities for introducing pattern to a sheet of paper. The introduction of scissors, paste, stapler, and punch extends the older nursery school child's acquaintance with art media at a time when he has already developed some skill in using finger paints, clay, crayons, brush paints, and blocks.

### *The Teacher Helps the Child Learn How to Use the Art Media Supplied*

By demonstration, suggestion, and approval of constructive and skillful use of the art media, the teacher fosters the development of skill in their use. The beginning finger painter is shown how to transfer paint from the jar to his wet paper, and is given some suggestion as to the amount he can manage effectively. The child who continues to use only his palms and wrists is shown how he can use his fingers too. He is shown

where to hang his painting and where to get a towel and wipe his hands before he pulls off his smock. At the clay table the teacher often sits with the children quietly kneading and manipulating a piece of clay. She shows the children how to



Paper collages.

squeeze clay into working shape when they want to make something and demonstrates the palm-rolling, pinching, kneading, and pressing movements necessary for even the simplest type of modeling. At the easel she shows the novice how to wipe his brush on the side of the jar so that he can make clear strong strokes. If need arises, she explains that each jar of paint has its own brush, so as to keep the color clear, and that

colors can be mixed on the paper by brushing one color over another. The block builder is helped to store different types of block units separately so that they may be available for constructive use. The paper cutter is shown how to hold the scissors, how to punch the stapler and puncher, and how to use small amounts of paste on a brush by wiping it before using.

Of first importance in encouraging the children's constructive use of art media is the condition in which they are presented to the children. Unwashed brushes left overnight in paint jars, muddy-colored, sour-smelling paint, dried-up paste, hard balls of clay, broken crayons, and flimsy drawing paper produce frustration and poor working habits.

### *The Teacher Shows Interest in the Children's Work*

As the teacher sits at the clay table, stands by the easel or art tables, or sorts the drying pictures on the wire, she finds that the children's products and activities are not without interest. She notes the two-year-old scribbler, who with brush or crayon or finger paint smears a mass of color on his paper, concerned as far as one can determine only with manipulation and the transferring of color to paper. The teacher contrasts his work with the more controlled and purposeful lines or clear brush or finger strokes of the older child who has more experience and skill. She sees experimentation with strokes develop into attempts to circumscribe space with crude circles and squares. In the paintings she sees some interest in massing and mixing color. As skill and experience increase, the child's work shows the beginnings of composition, design, and rhythm. A product may be named either in advance of its creation or at its termination. It may bear only remote resemblance to what it represents or it may have definite character and representative detail. Viewed with a discerning eye, young children's paintings and their art products are far from meaningless daubs. They tell something of the manipulative skill which went into their making and of the child's use of color. In representative drawings, they illustrate the child's ability to express ideas through this medium.

The teacher shows her interest by looking at the children's

work, listening to their comments, and occasionally making some of her own. Like the curate who, when introduced to a large and unprepossessing infant, said, "What a nice long baby!" the teacher restricts her comments to the obvious characteristics of the product. She says, "What nice, strong brush strokes"; "You used just enough paste to make it stick." In giving praise, the teacher is careful to praise only what is praiseworthy in terms of the child's accomplishment rather than the artistic merit of the product. Enthusiastic comments over careless work from a child who can do better rob him of a means of developing standards for his manipulative skill.

*The Teacher Recognizes the Child's Work as a Product by Putting His Name on It*

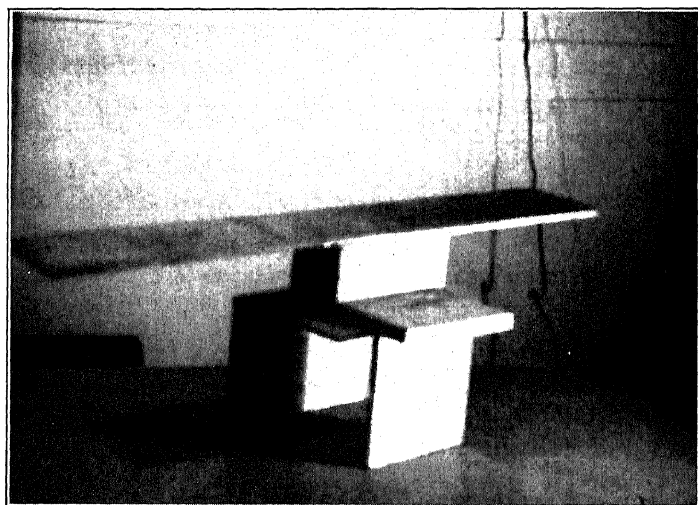
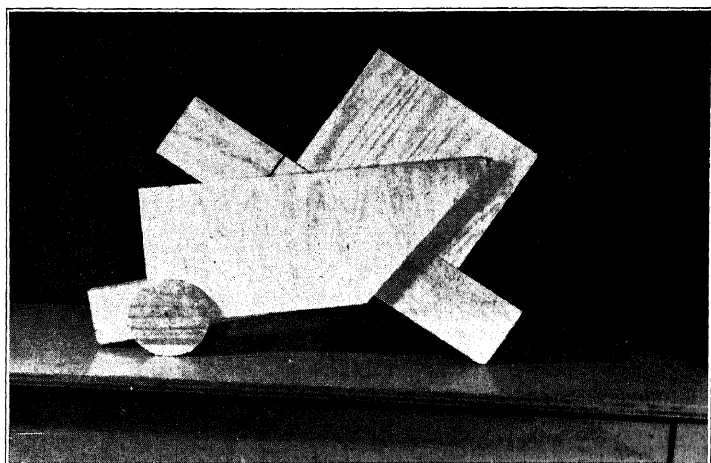
For children who have not learned to make their initials, the teacher initials brush and crayon pictures in the corner. She puts initials on the back of finger painting paper before it is wetted, as the texture effect of finger painting is marred by an initial on it. After drying, pictures are put in children's lockers for them to take home. Displaying pictures which are interesting and represent progress on the part of certain children gives all members of the group a chance to look at and recognize each other's efforts.

*The Teacher Keeps Representative Samples of Each Child's Work to Help Her in Guiding His Progress*

A few representative samples of each child's work from his early scribble efforts to his more controlled use of brush, finger, and crayon strokes, his organized treatment of space, use of color, and attempts at representative work furnish a record of the child's progress and indicate the sort of experiences and help he is ready for.

*Through the Child's Remarks about His Work, the Teacher May Gain Insight into His Concepts and Feelings*

John and David were standing by the easel. It was the week before Christmas. John said to David, "I'll make you a picture." As he painted, he said, "This is the Baby Jesus." David said, "Is



Carpentry products of four-year-olds; a wagon and two-story house.



he a real person?" "Yes," said John, sketching in a round body, "he has a stomach." "Now," John said, "I'll draw the Virgin Mary," and he began a head in blue. "Is she a real person?" asked David, "Does she have a stomach?" "Yes," replied John, "Jesus was in her stomach." John completed the second figure, picked up another brush and said, "Now, I'll draw God." "Is he a real person?" asked David. "No," said John, drawing this time only a head and then removing his painting to the wire to dry.

### *The Teacher Promotes Pleasant Group Experiences and Interchange of Ideas*

The teacher sits and works with the children at the clay table, sits with them while they finger paint, or work at a mural, encouraging their interest and pleasure in other children's efforts by a few quiet comments of her own.

#### ASSIGNMENT

Select two pictures for the children's rooms. Record all the children's comments on the pictures during a week's period.

Report briefly one situation in which you helped a child learn how to use the art media supplied.

Collect from the work of the three- or four-year-olds five brush, crayon, or finger paintings which you think are representative of different forms of expression and levels of skill on the part of the children. Record on the back of the pictures the children's comments on their work.

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## XVI

### AESTHETIC DEVELOPMENT AND THE CREATIVE ARTS LITERATURE

*What is the teacher's objective in regard to the young child's experience with books and literature?*

*What general criteria might a teacher be guided by in selecting books for young children in terms of subject matter, illustrations, size, and construction of book?*

*What part may a teacher play in fostering enjoyment and use of books?*

*What are essentials in story telling to young children?*

*In what ways may a teacher endeavor to encourage the child in the use of narratives and poetry as creative art forms?*

*What opportunities may the teacher provide for dramatic play?*

Books open up a new world for the child; their use and enjoyment offer one of the most abiding of life's pleasures. They enrich the child's experience: they increase and unify his knowledge; they appeal to his humor, sympathy, and imagination, offering him vicariously experiences which might not be feasible for him in real life. It is the teacher's objective to foster the child's present enjoyment of books and literature and lay the foundation for later appreciation. She also endeavors to encourage the child in the use of narrative and poetry as creative art forms.

The teacher's own feeling for books and literature and the selection she offers the children are necessarily the most significant factors in the attainment of this objective. Such publications as the *Horn Book Magazine* and the children's book sections of *Childhood Education*, the *New York Herald Tribune*, and *Parents' Magazine* are time savers in keeping staff members informed of the publication of new books for children. In

making a choice, variety both as to content and form of presentation widens children's acquaintance with different types of books and appeals to particular interests of individual children. Informational books, story books, picture books, nonsense rhymes, and anthologies all have a place on the children's book rack. Criteria for the selection of information books are accuracy of subject matter and its adaptation to the interests and level of understanding of the children. This is determined partly by the vocabulary and sentence structure and partly by the relation of subject matter to common experiences of young children. Good information books may be prepared by the teacher or children from pictures pasted into a scrapbook, the subject matter being representative of the interests of the children, such as a trip to the railway station or fire station. Criteria which offer some help in selecting stories for children are that they come within the child's comprehension, that they be allied to his interests, that they have action, plot, suspense, climax, humor, and a certain amount of repetition and onomatopoeia.

Variety in type of illustration has the same value as variety in content. With such excellent illustrators as Edward Ardizzone, Elsa Beskow, Ludwig Bemelmans, Leslie Brooke, Richard Caldecott, Walter Crane, Wanda Gag, Berta and Elmer Hader, Mary Steiken Martin, Beatrix Potter, Lois Lenski, Marjorie Flack, Maud and Miska Petersham, and Zhenya Gay there is no lack of good photographs, line drawings, realistic representations in color, and illustrations in which design and decorative value are the main consideration. Candid camera studies have particular value in the informational books because of the accurate information it is possible for them to present. For the three- and four-year-olds, simple, bold illustrations which portray the action and sequence of the story are excellent pre-reading experience.

For the children's free and comfortable use of the books, size is important. Investigation and general observation indicate that sizes greater than eight by eight inches are not handled with the same ease and enjoyment as the smaller books. A dull-surfaced tough paper, a saddle sewn, stitched, or stapled binding

which allows free handling without loosening of the pages, and a hard, washable cover are details of construction which influence both the life and the children's enjoyment of the book.

### *The Teacher Fosters the Children's Selective Response to Books*

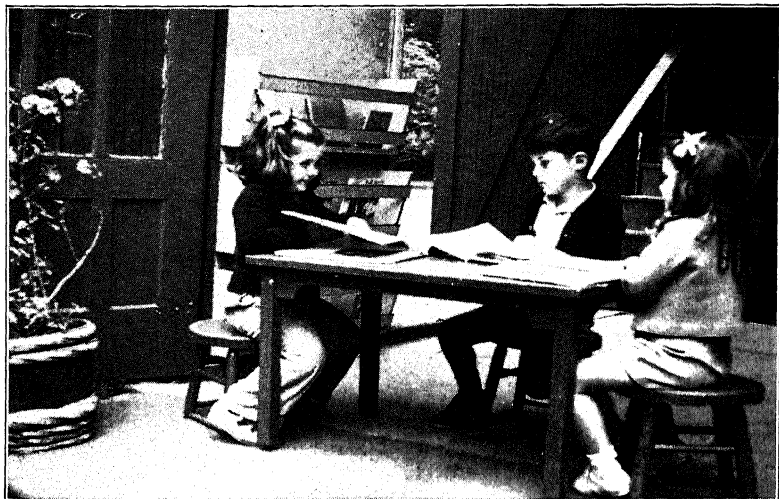
The arrangement of the books in open racks with a table and chairs in good light near by suggests the use of books—to be looked at on a table rather than used for building material, freight, or missiles. Keeping the books in good condition, clean, and mended, and maintaining a general rule of clean hands for looking at books suggest some care in handling them. A sloping table with an angle of slope of forty-five degrees prevents book-worm crouch and ensures greater comfort and better posture than a level surface.

### *The Teacher Encourages the Free Use of Books*

Children are encouraged in their free use of books during their play periods by having a selection of books in the book rack and no prohibition in regard to their use other than that of clean hands. Limiting and varying the selection from day to day stimulate interest in and a wide acquaintance with books.

### *Children Are Offered Different Types of Experience<sup>3</sup> with Books*

Children are encouraged to look at books alone. Occasionally a teacher may sit beside a child listening to his comments and story about his book or reading him a portion he seems interested in. Her aim is to encourage the child's independent use of books and prepare him for listening to and enjoying a story presented in a group. The group story period at which children who are interested listen to a story offers an opportunity for a group activity in which ideas and comments are pooled and in which individual enjoyment is heightened by that of members of the group. For effective group story periods, small numbers, four to eight, are best. The children should be comfortably seated with their backs to the light and with a good view of the picture book, if one is being shown. The



The nursery school provides different types of experiences with books.

story may be told by the teacher with the book held so that children can follow the action in the illustrations, or the teacher may pause in reading to pass the illustration close enough to each child for him to see clearly. A story from an anthology may be read without illustrations for the older children. The method adopted depends on the age, size of group, seating arrangements, and type and number of illustrations. At all times, the teacher should be quite familiar with the story she is presenting. Stories selected by the children or related to their particular interest at the moment produce a more ready response from the group than material with no such relation. Books brought from home usually need looking over, as they are often unsuitable in content or beyond the comprehension of the group.

### *The Teacher Encourages the Children's Use of Books as Sources of Information*

When the child asks a question about boats, trains, airplanes, or food production, the teacher in answering may suggest that he look at a picture in one of the information book series. Occasionally she may read to him from it the information he has requested. Careful daily selection of books or stories which fit into the children's activities at the time develops their awareness of the possibilities of getting information from books as well as stories.

The four-year-olds had broken ground for a house they planned to build. The holes for the uprights were dug and they eagerly awaited the cement pouring of the morrow. As they asked about the building activities, the teacher brought out *Pete's Building a House* and showed them the photographs of pouring cement, fixing the uprights in position, nailing boards and shingles. They urged her to read it to them, and during this entire project thumbed over the pictures and listened again and again to the teacher's reading of the text.

### *The Teacher's Technique in Story Telling Affects the Children's Interest and Attention*

The child who is always read stories from a book with an accompaniment of pictures is robbed of the experience of sim-

ply listening to a story and enjoying the words and form in which it is told as well as the content. Beginning stories for the two-year-olds are very like the stories the children tell themselves. They are very short; they refer to experiences with which the children are quite familiar; and they are, in fact, generally based on an actual experience of one or more members of the listening group. The children's names are introduced; there is repetition and there is use of words which suggest sounds.

After the first air raid drill, Miss D. sat with four children who had gone with her to the air raid shelter. She said, "This is a story about air raid drill. Miss Allen rang the bell—clang, clang. Pit-pat, pit-pat, pit-pat; the children ran to the patio. Dick and John and Mary and Sue ran too. They took hands. Miss Allen opened the gate. They walked up the hill, and up the steps into International House. Then they all walked back down the steps, down the hill, pat, pat, pat, pat, and into the nursery school."

Including the children's names, pausing to ask "And what happened then?," or merely looking at the children after an inflected interrogatory "and" are all devices for holding children's interest. Other devices are giving them an opportunity to furnish repetition and refrain, such as, "I'll huff, and I'll puff, and I'll blow your house in," or bringing back a child's wandering attention by saying, "And then, Mary," and continuing with the story.

The teacher's skillful handling of children's contributions from their own experiences during or after the story may serve to broaden and extend the knowledge of the group. It may also give the teacher an opportunity to correct erroneous impressions and clarify hazy concepts. The garrulous easily exploit such an opportunity, exasperating or dissipating the attention of members of the group. The skillful teacher prevents this by acknowledging a contribution before it becomes long-winded with a smile, a nod, or a word of affirmation, and then continuing with the story.



*The Teacher Encourages Children in Producing "Stories" of Their Own by Her Interest and Recognition of Them as "Stories"*

As the children race into nursery school in the morning, come together at lunch time, or stop by a teacher during their morning's play, they often tell her a story or delight her with their feeling for words.

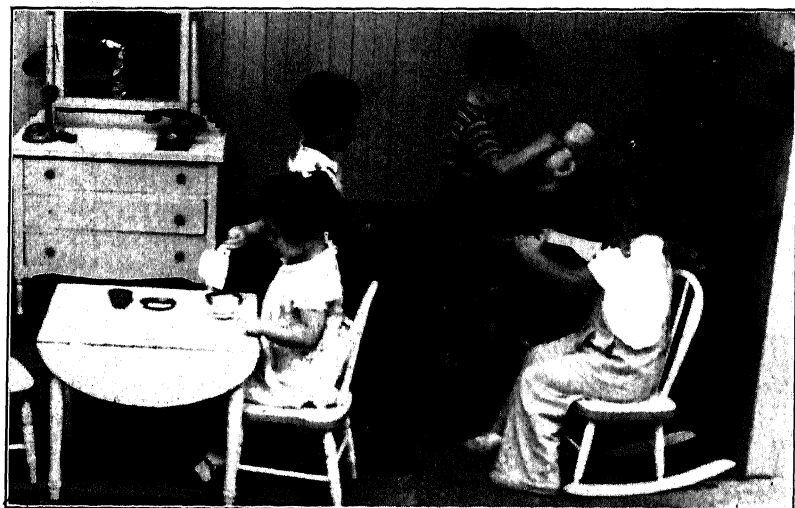
Peter's mother picked up his teacher as she drove him to school in her open sports coupé. Peter climbed over to the back seat to make a place for her. As they started, the teacher looked back. Peter stood with his face to the wind and his hair blowing behind him. "The wind is washing my hair," he told her with delight.

The teacher occasionally tells a child's story to the group, explaining that this is a story of Peter's or Mary's, as the case may be. The young child usually lacks the ability to hold group interest while he himself tells the story. His teacher's telling of it is acknowledgment of its story value and a way of giving the children an opportunity to enjoy each other's stories.

*The Teacher Provides Opportunity for Dramatic Play*

In his dramatic play the young child has an opportunity to project his understanding of the activities he sees around him, his perception of the feelings of the characters he portrays, and their relationship to other people. As he is for the time being out of character, he is also free to act as he might like to act in a particular role. Dramatic play offers both a release and a means of unifying many impressions. Providing materials that furnish a background for such activities as house play, traffic play, and firemen play encourages the children in this type of activity.

Such simple equipment as a bed, a baby's crib or bassinet, a doll carriage, a bureau containing dolls' clothes, a chest with bed covers, a table, chairs, a kitchen stove, a tea-set, and a cabinet with a few pots and pans and some division of house play space into kitchen and bedroom offer a world of domestic and family-life possibilities. A bed large enough for a child to



The nursery school provides simple materials for dramatic play.

lie on makes it more possible for the children to enter into the house play. A simple traffic sign that can be made by the children and manipulated with two strings, a few policemen's hats, sailor caps, and firemen's helmets for the boys, and lengths of colored or patterned material for the girls offer simple prop and costuming possibilities that the children can adapt to their particular purpose.

Dramatic play furnishes the observant teacher with clues as to needed experiences to enlarge children's meager concepts. With controlled investigation it may also offer valuable supplementary information concerning individual children. For the children it is an experience closely linked with their creation of stories.

The four-year-olds gathered at the fence to watch the difficulties which arose when a truck stuck in the mud and soft ground next door. Later that afternoon in their play with wagons, their trucks were constantly "stuck in the mud," and they dramatized the action they had seen earlier on the other side of the fence, apparently enjoying both the activity and the dramatic moment when the truck with a plank underneath ran free after much spinning of the wheels. No child attempted to make a story of the incident, though there was a verbal accompaniment to the dramatization and later many modifications and embellishments of the original theme.

#### ASSIGNMENT

Write, illustrate, and tell a story to a small group of children. Furnish a brief descriptive report of its reception.

Write a brief report of one house play group. How many children participated? How long did the play last? What roles were most sought after? What activities did mother, father, children, and other characters indulge in? What mother-father, mother-child, and father-child relationships were portrayed?

#### RECOMMENDED READING

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## XVII

### COOPERATION BETWEEN HOME AND SCHOOL

*Is there any reason for closer home-school cooperation in the nursery school than in the grammar school?*

*What is the purpose of this cooperation?*

*What forms may it take?*

The child's home and school activities are more closely related in the nursery years than in the elementary school or even kindergarten period. At home as at school, the young child plays and rests and learns to adapt to the various demands even this flexible culture imposes on the activities of young children. In both, he is learning about himself and the world he lives in; he is learning to get along with people, to develop the attitudes, interests, and values which make him the person he is. Understanding his behavior in one situation demands some knowledge of his experience in the other.

It becomes then an essential part of the school's program to obtain as much reliable information as possible about the child's life and experiences in his home and, at the same time, to keep the parents fully informed of the child's progress and experiences in the school.

#### THE TEACHER ENDEAVORS TO OBTAIN RELIABLE INFORMATION ON THE CHILD'S HOME EXPERIENCES PRIOR TO AND DURING NURSERY SCHOOL ATTENDANCE

Information of value to the teacher includes home experiences prior to as well as during nursery school attendance. For her intelligent physical care of individual children, the teacher obtains information, already discussed in Chapter V, on the mother's health during pregnancy, the birth of the child, some items of developmental history, a record of colds, illnesses, and immunizations, and periodic twenty-four hour records of daily routine. In order to reach some estimate of the child's readiness

for group experience and acceptance of adults other than his parents, the teacher obtains a record of the frequency and nature of play experiences with other children, the ages of brothers and sisters, the adults in the home, and the frequency and nature of experiences with adults other than parents. Further information on play experience includes the play space and equipment available to the children indoors and outdoors. The child's experiences with such activities as cooking and dressing, with books and music, with travel by train, steamship, and automobile, and with such simple excursions as trips to the grocer, the shoemender, the zoo, the airdrome, and the yacht harbor are also worth recording, as they may prevent some duplication of home and school activities and ensure the school's more effective complementing of home experiences.

Harder to obtain is a valid record of parent attitudes and methods of handling the child. However, an inquiry as to the adults who have some responsibilities for the care of the child and the nature of their responsibilities usually makes it possible to form some estimate of the type of care different adults give and the relative importance attached to different aspects of child care. Another general inquiry as to the methods the mother finds most effective in handling the child may be very revealing of parent-child attitudes and of patterns of social behavior offered the child. However, with parents as with other persons, the glib are not always the good. The observant teacher will supplement the parent's statement with her own observation of parent-child contacts.

To obtain reliable information on the period prior to school attendance home visits must be made at this time or the mother must keep a baby book furnished by the school. Information obtained in retrospect is likely to be unreliable. Beginning or end of semester parent-teacher conferences offer an opportunity to bring recorded material up to date. During the semester, the record may be supplemented by notes made of parents' requests for information and assistance or reports of their child's home experiences that seem significant. As the parents bring and call for their children, there is an informal friendly exchange between parent and teacher of in-

formation concerning experiences during the home or school hours each feels the other should know of.

By the selection of facts on which the teacher asks information, the parent is made aware of their significance. By her recording of the information requested, whether it be a twenty-four hour record, a developmental history, or a list of the play equipment the child uses, the mother's awareness of the specific experience the home provides the child is heightened. Information sought on the child's home experiences is thus of value to the parent as well as to the teacher and the child.

#### THE TEACHER ENDEAVORS TO KEEP PARENTS FULLY INFORMED OF THE CHILD'S PROGRESS AND EXPERIENCES IN THE SCHOOL

The relation between parent and teacher is one of cooperation. Just as the mother furnishes information on the child's home experiences, so the teacher endeavors to keep the parent fully informed of the child's progress and activities in school. A mother considering enrolling her child is free to visit and observe in the school, becoming acquainted with its physical facilities, its staff, and their methods of working with the children. Typewritten or printed material may be used to present information on requirements and procedures for enrollment, on the school program, and the school's educational philosophy. Arranging for the mother to spend part of the first one or two mornings in the school with her child makes it possible for her to observe his adjustment to the new situation and that of the other children to him. In a school which has one-way vision observational facilities, mothers may observe at any time without their child's awareness of their presence.

In its program of medical examination and anthropometric measurements, the school acquires information of interest to the children's parents. Height and weight measurements may be posted on the bulletin board or sent home by note. Recommendations following medical examination may either be referred to the child's pediatrician or, as is the case in some federal nursery schools, a clinic appointment may be made for the mother and child. The giving out of mental test scores

to parents is inadvisable unless they have some familiarity with test scores and their significance during the early years of childhood. Of more practical value is a statement of the type of tests in which the child did well and those in which he did not do so well. In this way, a parent who places great emphasis on verbal facility to the detriment of the child's development of manual skill may be led to the encouragement of more general development.

Necessary information for the mother includes the child's sleeping, eating, and eliminating behavior in school as well as any minor scratches or bruises and their treatment. The method of conveying this information will depend on the school's clerical facilities and the number of the staff. Bulletin board records or individual notes are obviously preferable to verbal reports in acquainting parents with the weekly menu, the food eaten by their child at school, his hours of nap, toilet accidents or bowel movements, scratches or bruises, and their treatment.

Parents need to be informed in advance of any field trips outside the school, as they may occasionally have reason for feeling that a particular trip may not be advisable for their child. The teacher who is informed in advance that a child is afraid of railway trains is in a better position to handle this fear than the one who learns of it when she takes a group to the railway station. Any field trip requiring transportation by automobile naturally demands the consent of individual parents.

From time to time, samples of the child's work, his painting, crayoning, and carpentering, are taken home. Photographs on the bulletin board give graphic evidence of the nature of children's experience on field trips, in group projects, and in free play activities.

A half-hour parent-teacher conference scheduled at the end of the semester makes it possible for teacher and parent to talk over together the child's progress. At this time the teacher reviews the information she has on the child's medical examination, anthropometric measurements, attendance, colds and ill-



nesses, sleeping, eating, and eliminating behavior, his social adjustments to the children and teachers as revealed by records and ratings, his play interests, development of skill, and indications of need for specific help in any of his activities.

#### A PARENT DISCUSSION GROUP FURNISHES A WORKING BASIS FOR COOPERATION BETWEEN PARENT AND TEACHER

Parents with a first child are often lacking in information and experience of developmental processes, of essentials in child care, and effective methods of educational guidance. Reliable information increases their understanding and feeling of adequacy. Awareness of the universality of some of their problems fosters perspective in appraising them. An opportunity to express ideas and to discuss objectives and procedures in caring for their children promotes a wholesome independence of decision tempered by the contributions from a group. The well-conducted group discussion meeting is an excellent means of meeting parents' needs for information, perspective, and understanding. It calls for a well-informed group leader who has prepared in advance a general outline for discussion, who introduces the topic, formulates leading questions, guides the discussion, and is ready to furnish information from research sources which the parent members of the group may lack. Physical facilities for group meetings are important; an evening meeting for fathers and mothers who have spent a busy day is likely to produce better results if the members can sit around a table in comfortable chairs with ash trays within reaching distance than if they are uncomfortably perched on rows of folding chairs.

The topics and type of discussion will necessarily be affected by the composition of the group. In one university nursery school the general topic, "What are the issues and practical problems a parent is confronted with in reconciling his child to his culture and his culture to his child?" was resolved into the following shorter topics:

How may parents help a child adjust to the restrictions imposed on (1) his eating behavior, (2) his sleeping behavior,

(3) his eliminating, washing, and dressing activities, and (4) his association with other individuals, children, and adults?

How may parents help a child to develop a satisfying emotional life?

How may parents help to make the child's world intelligible to him?

How may parents make available to their children their cultural heritage in literature and the creative arts?

In this particular group the discussion was led by the school director. As her association with the parents was not so close or personal as that of the teachers, it was felt that discussion might be freer and more impersonal.

IN ADDITION TO THE GROUP DISCUSSION MEETING, THE TEACHER ENDEAVORS TO MAKE AVAILABLE TO PARENTS WHATEVER INFORMATION THEY GIVE INDICATIONS OF NEEDING

The teacher's awareness of parent needs for information, experience, or training is affected by her own educational background and experience as well as by her observation and insight. The teacher with a good home economics background is likely to be more aware of parents' needs in regard to meal planning and service, effective use of time and energy in home management, and sound consumer practice in buying than the teacher without such training. Similarly, the teacher with a background of clinical psychology may be more aware of psychological causes of stress and strain in family relationships and the means of helping parents to resolve them. A specialized child development major in a home economics department probably furnishes the most adequate academic preparation.

Dietary records kept by the parents often reveal little knowledge of nutrition and poor meal planning. Furnishing a sample week's menu for a preschool child is one means of awakening interest, particularly when the menus for luncheon are the ones served in the nursery school. Typewritten copies of a few favorite nursery school recipes in a cover made from the children's finger painting make a thoughtful Christmas gift. With some groups, particularly of foreign-born mothers, a well-planned cooking demonstration, in which mothers participate and taste

the products, is the most effective means of improving meal planning and preparation practice.

As the children come into school in the morning, the teacher observes great differences in the wisdom with which their clothes have been selected. She sees garments that have no allowance for growth, tight-belted overcoats that restrict and hamper movement, openings and fastenings on jackets and pants that frustrate the child in achieving independence, sleazy underwear that shrinks after the first washing, leaving a bare space over the child's lower back, and thin cotton socks on cold feet in winter time. She sees poor materials, poor fit, poor construction, and drab colorings often bought at a price out of proportion to their quality. An exhibit of carefully selected outer and under garments from local stores furnishes an opportunity for informal discussion of the points to be considered in buying garments for children. The exhibit can be supplemented with bulletins and other illustrative material available from state home economics extension departments. A nursery school associated with a college or high school may often present an exhibit of children's garments made by the students. The timing of such exhibits in the early fall or late spring ensures greater possibilities of carryover into the parents' buying or making of winter and summer clothes.

An exhibit of books or play equipment, or even a book list and catalogues of play equipment displayed before Christmas, offers help to parents in their selection of Christmas gifts. Starring the titles on the book list that may be obtained from the local library adds to its value.

The nursery school's storage facilities and play equipment, when well planned, are suggestive of possible adaptations in the home playroom and playground. In many W.P.A. nursery schools, parents have actually made the play equipment used by the children, learning in the process not only construction of play equipment but also its function and wise selection.

Photographs on the bulletin board of the children's field trips and projects acquaint parents with the types of experience that hold interest, enjoyment, and educational content for young

children. Occasional exhibits of their work illustrate the level of skill attainable by children of different ages.

A short reading list for parents, a shelf of well-chosen books, and an occasional reference on the bulletin board to an article parents might be interested in direct the parent who wishes to do some reading.

In a nursery school where parents' incomes are low, the teacher's knowledge of services given by public agencies, clinics, hospitals, or public health nurses may mean the difference between a child's going without needed medical or dental care or enjoying a service that is available for him. A list of addresses on the bulletin board of any reputable registered infant and child nurse service or private nursery offering competent twenty-four hour care of young children makes information available which nursery school directors and teachers are continually asked for.

OBSERVATION OF THE TEACHER'S METHODS OF EDUCATIONAL  
GUIDANCE AND THE CHILDREN'S RESPONSE TO THEM MAY  
BE A SIGNIFICANT CONTRIBUTION TO THE  
PARENT'S EDUCATION

The value of observation is greater when it is directed and controlled.

Mrs. J. complained that Bobby J.'s negativism was "driving her wild." Noting a grim set to Mrs. J.'s jaw, the teacher suggested that she might like to spend a morning observing young children's responses to requests, suggestions, and commands. She gave Mrs. J. four simple record blanks and suggested that she keep a half-hour's record each on two boys and two girls of Bobby's age, noting the words in which requests, suggestions, or commands to them were phrased, and the response they received. At the end of two hours, Mrs. J. was a little worn, but less grim. She reported that Bobby apparently had no "corner" on negativism and that the staff was wonderfully patient. The teacher replied that young children's responses to requests or suggestions were seldom instantaneous, and that the teachers endeavored to give children reasonable time in which to comply. She suggested that Mrs. J. check the teachers' approaches in terms of

positive and negative suggestions, requests, and commands. At this point, Mrs. J. said that she was afraid she had got into the habit of ordering Bobby around. She also added that the teachers acted as if they expected children to do what they suggested. The teacher suggested that she might like to read the outline



*Cornell University.*

An observation booth for students and parents.

given to student teachers on teacher-child contacts. With these in one hand and Bobby's hand in the other, Mrs. J. left for home fortified by the information her observation had revealed.

THE EXTENT AND NATURE OF HELP GIVEN INDIVIDUAL PARENTS  
DEPEND ON THE STAFF MEMBERS AVAILABLE FOR THIS  
SERVICE, THEIR TRAINING, AND THE TYPE OF  
HELP ASKED BY PARENTS

In her daily contacts with the parents, the teacher endeavors to develop each parent's awareness of her child's needs for physical, mental, and social development. For her own part,

she tries to be as fully informed as possible concerning the child's home experiences. When a parent wishes to talk over some specific difficulty she has in the care of her child, the teacher is a sympathetic, interested, and informed listener. By her questions, by the readings or observations she suggests, she aids parents to appraise all the factors that contribute to their problems. She does not offer solutions; she gives parents the help they need to arrive at a satisfactory solution themselves. The teacher's training and the time available for individual consultations usually preclude any psychiatric guidance. It is a wise teacher who knows her own limitations in this respect.

#### PARENTS ARE PERSONS AS WELL AS PROGENITORS\*

In a W.P.A. nursery school in a district of Mexican American population, the parents' attitude to group meetings and group activities was one of apathy and passive acceptance. The supervisor sensed their frustration and feeling of inadequacy, bred of unsuccessful experience in a new culture in which they were an unemployed minority group with their children growing away from them in American schools. At a group meeting as she chatted with them about what the home could contribute to the growing child, she reminded them that every culture developed its own pattern of home and community living, that, in a country of such diverse cultures as America, the pattern could be enriched by the sharing of the contributions from many cultures. She asked if they would make an exhibit of the arts and crafts carried on in the homes of their mothers and grandmothers and friends, and if they would plan a program of the music and dances that were a part of the home and community life of their childhood. For the next few weeks they were busy, purposeful, and animated. On the final day, two rooms housed an exhibit of embroideries, weaving, pottery, glass, and metal work. Their friends came. The Mexican consul made a short visit. There were dances and music, Mexican chocolate, and sugar buns. Proudest of all were the older children, who saw their parents' culture in a new light. As for the parents, their apathy was gone. They were no longer passive receivers but active cooperators.

In nursery schools where children's parents are college grad-

\* Incident quoted with permission of Elizabeth Case, Supervisor, W.P.A. nursery schools in Oakland, California.

uates, a director often meets an entirely different type of situation. She works with mothers whose college education has been largely devoted to preparation for a profession. Often they have been successful professional women before marriage. In such a group there are likely to be some mothers who have a low appreciation of the effort, intelligence, and human understanding called for in maintaining a home. The only challenge the situation presents them is that of returning as soon as possible to their premarital professional activities. When this is not possible, they are likely to feel frustrated, and, when it is, they are nagged by the thought that they may be neglecting their children. While the solution of these problems is an individual and personal one, a program of home-school cooperation may be planned to increase such mothers' awareness and appreciation of the knowledge, skills, and abilities required in making a home. This awareness may not make the maintaining of a happy home seem an adequate endeavor. It can, however, help a mother to face realistically the responsibilities she has to meet in her home and family life before she can feel free to develop a profession or vocation outside her home.

#### ASSIGNMENT

Present on the bulletin board in graphic form, some information which is of interest to the parents. This may concern the children's activities in the school or relate to books, articles, play equipment, or children's clothing.

#### RECOMMENDED READING

- BARUCH, DOROTHY WALTER, *Parents and Children Go to School*; Part Two: *Parents at School*, Chicago: Scott, Foresman & Company, 1939.
- California State Department of Education, *The Emergency Education Program in California*, Bulletin 5, Sacramento, March 1, 1936.
- Child Study Association of America, *Parents' Questions*, New York: Harper & Brothers, 1936.
- Effective Parental Contacts for Workers with Children*, Proceedings of the Seventh Conference, National Association for Nursery Education, Detroit, October 20-23, 1937, pp. 44-46.
- OSBORNE, ERNEST, A challenge to family education, *Parent Education*, 4:21-25, October, 1937.
- OVERSTREET, H. A., *Influencing Human Behavior*, New York: W. W. Norton and Company, 1925.





## APPENDIX

### Research Findings Basic to Objectives and Procedures in the Educational Guidance of Young Children

#### SELECTED EXAMPLES

#### *Chapter VI. Teacher-Child Contacts in the Nursery School*

In a study of the use of commands, suggestions, and requests by teachers in the University of Minnesota nursery school and kindergarten (23),\* it was found that:

The median length of time before a child responded to suggestions was shorter than the time for response to commands and requests.

The mean length of time before the child responded to instructions varied directly with his interest in the activity in which he was engaged at the time of being addressed.

More commands with reasons were given to children with low mental test scores; more suggestions and requests were given to children with high mental test scores.

The number of commands and commands with reasons used by the teacher decreased with the age of the child addressed, and the number of suggestions and requests increased.

Few negative commands were given in the nursery school; none in the kindergarten.

A preliminary observational study of the verbal contacts of 8 teachers with nursery school children (26) revealed that:

Positive statements outnumbered the negative ones 2 to 1 in one case, 18 to 1 in another.

Questions occurred approximately once to every three positive statements.

When remarks were grouped according to the 12 types of goals which they seemed to imply, the 3 most frequent were: (1) directing a child's activity; (2) assisting a child in carrying out a purpose; (3) suggesting an activity.

\* These numbers refer to items in the bibliography on page 242.

*Chapter VII. Helping the Child Adjust to Restrictions Imposed on the Satisfying of His Physiological Appetites*

A study of the sleeping habits of 27 preschool children in the Vassar College nursery school (28) revealed that:

The average length of nap was 74 minutes.

The average length of time taken in going to sleep was 38 minutes.

The percentage of days present in which naps were taken was 82.

There was no significant correlation between length of nap and time of going to sleep and temperature of room.

A comparison of daytime sleep habits and personality records of nursery school children in the Washington Child Research Center (29) indicated that children who were spontaneously active, interested, and socially well-adjusted tended to spend less time in daytime sleep and to require more time for falling asleep than did children who showed little interest in their playmates and little spontaneity and activity on the playground.

In a study of nap habits of 30 nursery school children (34), there appeared to be little, if any, relationship between the amount of time spent out of doors in the morning and either the length of the afternoon nap or the length of time required by the children to go to sleep.

The percentage of enuresis, as defined on a five-point rating scale, among 126 children in the Berkeley Guidance Study (19), was as follows:

	21 mo.	24 mo.	30 mo.	36 mo.	42 mo.	48 mo.	54 mo.	60 mo.
Diurnal enuresis	46.7	24.1	9.7	4.3	2.6	0.0	2.1	1.1
Nocturnal enuresis	65.8	47.4	25.4	17.2	11.8	13.8	4.2	4.1

In a study of the eating habits and food aversions of 48 children, aged 2 to 7½ years, and their parents (21), it was found that:

The parents' food dislikes were reflected in the behavior of the children who were problems to a much larger extent than in the case of children regarded as normal. In the case of the children who were problems, 47 per cent of the foods disliked or refused by a member of the family was also disliked by the child; the corresponding percentage in the case of non-problems was 27.

### *Chapter VIII. Motor Development*

An investigation of motor skill in nursery school and kindergarten children (5) revealed relatively little correlation between ability in various specific motor performances.

A study of the postural and locomotor development of 25 normal healthy infants (30) revealed a range in age of first walking across a room of 50 to 76 weeks, which is one indication of individual differences in development of motor skill.

A study of the motor development of twins, one of whom received specific training while the other had none (22), revealed that such training:

Had no effect on the development of such phylogenetic activities as age of first walking.

Had considerable effect on the development of such ontogenetic activities as swimming and roller skating.

Affected the courage and assurance with which the trained twin ventured into new activities.

Observation of preferential use of the right hand in 60 children, aged 2 to 6 years (36), indicated that any diagnosis of handedness should be made on more than one activity.

### *Chapter IX. Developing a Satisfying Emotional Life*

Galvanometric study of young children's responses to fear-producing situations (17) revealed that some children reacted physiologically to situations to which they gave no overt response.

A study of the effect of different methods of presenting children with fear-producing situations (15) revealed that suddenness and unexpectedness were more important factors in producing fears than specific situations.

An investigation of the reaction to a harmless snake by children of different ages and adults (16) led to the conclusion that maturation is a factor in the development of fears.

An investigation of children's and their mothers' fears (10) revealed a significant correlation (0.67) between the gross number of children's and their mothers' fears.

An experimental study of techniques of overcoming fears of young children (15) revealed that reconditioning and social example were the most effective means.

Home records of the anger outbursts of children between the ages of 7 months and 8 years (6) revealed that:

They occurred more frequently in boys than in girls.

Two major causes of anger were interference with the child's activity and adult insistence on the carrying out of routine.

That they occurred more frequently when the children were under par physically, constipated, or hungry.

That they occurred more frequently in children whose parents were overanxious for good behavior, nagging, and lacking in a sense of humor.

An experimental study of 12 nursery school children's behavior in failure (18) revealed that a more mature constructive response to a specific situation in which the child had failed could be developed by graded training in meeting this situation successfully.

### *Chapter X. Learning to Live with Other People*

When 990 children, aged 18 months to 3 years, were rated on a three-point scale for negativism in each of the year levels on the Kuhlman-Binet or Minnesota PreSchool tests (7), it was found that boys exhibited more negativism than girls, but socio-economic status was more important. Boys in upper occupational classes showed a tendency to greater negativism than boys of lower occupational classes. For girls the reverse was true.

In a study of group play and quarrelsomeness in 40 Minnesota nursery school children (9) it was found:

That close friends were the most quarrelsome.

That boy-boy groups were the most quarrelsome; girl-girl groups, least.

That five-year-old children played with 3 or more children 18 per cent of the time; two-year-olds played with 3 or more children only 2 per cent of the time.

That five-year-olds played alone 30 per cent of the time; two-year-olds played alone 62 per cent of the time.

That sand play was the most contentious activity.

Findings from an experimental study of ascendant behavior in 18 nursery school children (11) indicated that specific training designed to increase self-confidence helped children to become more ascendant in the specific situations in which they were trained.

Observation of conflicts occurring in groups of nursery school children (14) revealed:

That conflicts occurred about once every 5 minutes.

That they were of short duration (20 to 30 seconds).

That teachers interfered in conflicts 32 per cent of the time.

That conflicts are a function of contacts rather than sex.

An experimental study of domination and integration in the social behavior of 49 kindergarten children (1) revealed that:

Domination incites domination.

Integrative behavior in a child induces integrative behavior.

An insecure child makes a companion insecure.

A secure child makes for security in the companion.

*Chapters XI, XII, and XIII. Understanding the Facts of Human Life and the Nature of the Physical World*

A test of general information given to 100 kindergarten children (24) showed:

That boys were somewhat superior to girls.

That children in upper socio-economic groups were markedly superior to those in lower socio-economic groups.

Mental test items in the Form L of the new revised Stanford-Binet tests of intelligence (35) place:

The child's understanding of the concept "longer" at III-6.

The child's ability to count four objects at V.

The child's ability to repeat four digits at IV-6.

The child's ability to identify mouth, ears, hands, and head at II-6.

An investigation of delayed reaction in which 60 children of 2 to 5½ were used (31) provided evidence that ability in delayed reaction is a function of age.

A comparison of the performances of 80 children between the ages of 2 and 7 years on three series of problems of the multiple-choice type (25) supported the conclusion that verbalization is a distinct aid in learning.

When the ability of young children to discover and apply to new situations the solving principle of a given problem was investigated in 43 subjects 2 to 5 years of age (27), it was found that, although all the children solved the problem, the youngest child who could give a verbal generalization was 3 years and 4 months old.

In a study of the language development of children at half-yearly age levels from 18 to 54 months (21), it was found:

That children of higher average socio-economic status and higher average intelligence used a larger number of words per remark.

Averages for number of words per remark were:

Age in months	Number of words
18	1.2
24	1.8
30	3.1
36	3.4
42	4.3
48	4.4
54	4.6

In a study of the nature interests of 44 nursery school children (2), findings were:

Three-year-olds were more interested in dynamic than static things.

Lamb, pony, and chicken were more interesting than earth-worms, tadpole, or garden.

There were more comments offered than questions asked.

The number of comments and questions increased as the size of the group decreased.

The most questions were asked about characteristics, habits, and interesting facts; appearance ranked second; care third.

#### *Chapter XIV. Aesthetic Development and the Creative Arts—Music and Dance*

A study of the influence of training on the vocal ability of 48 three-year-old children (13) revealed:

That children's pitch range is lower than thought: middle C to A are sung most readily.

That children's ability to reproduce tones can be improved by training, and that this improvement is retained over a period of months without training.

That narrow intervals are sung more easily than wide ones.

That descending intervals are sung more easily than ascending ones.

That there are great individual differences in children's ability.

#### *Chapter XV. Aesthetic Development and the Creative Arts—Graphic and Plastic Art*

When 38 children, aged 2 to 6 years, were tested on their discrimination of compositional balance (3):

Balance was found to be preferred.

There were great individual differences in discrimination.

Aesthetic discrimination of balance was not highly correlated with general intelligence measured by Stanford-Binet (0.19).

When 52 children, aged 2 to 6 years, were tested for their response to graphic rhythm (12):

A correlation of 0.69 between C.A. and rhythm was found.

A correlation of 0.04 between I.Q. and rhythm was found.

Relationship between tapping test score and response to graphic rhythm was practically zero.

An experimental investigation of the sensitivity of 40 pre-school children to compositional unity (37) revealed that:

The majority of children were sensitive to unity.

There was no relationship to mental age.

A study of sensitivity to color harmony of children and adults (38) revealed that:

Sensitivity to color harmony may be found in individual children as early as the fourth year.

## *Chapter XVI. Aesthetic Development and the Creative Arts* *—Literature and Books*

A study of young children's book preferences (4) indicates:

That children prefer colored pictures to the uncolored, saturated color to the unsaturated, many-colored pictures to the single-colored, large colored masses to broken ones, strong outlines to weak.

That design or decorative colors as illustrative types are greatly preferred to naturalistic colors, photographs, or pen and ink drawings.

In order of preference, subject matter of pictures preferred was objects, children together, children and animals, animals, fanciful people, animals personified.

Preference in regard to size of book and arrangement of material was in favor of small or medium-sized books versus large ones and single pictures on a page versus many pictures.

Investigation of preferences shown by two- to four-year-old children for different ways of stating the same idea (33) revealed that the younger children preferred verbal repetition to a single statement.

## *Chapter XVII. Cooperation between Home and School*

Irregularities of response found in 40 children to a nursery school situation (32) were associated with such home conditions as over-

solicitude on the part of the mother, and poor parental and child health.

Observations and ratings of the behavior of 33 preschool children and 30 families of these children (8) led to the general conclusions:

That an overprotected child tends to withdraw from the group, is submissive, and lacks self-reliance.

That a neglected child tends to be ascendant and sadistic.

That both neglected and overprotected children show insecurity and have nervous habits.

That a home environment encouraging the development of ideas correlates positively with such traits in the child as resourcefulness, cooperativeness, self-reliance, and perseverance.

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UNIVERSITY OF CALIFORNIA  
INSTITUTE OF CHILD WELFARE  
Nursery School Records

I. PHYSICAL DEVELOPMENT

A. *Medical Examination*

Pre-nursery school: Report from child's pediatrician.

Nursery school: Medical examination made each semester by staff physician.

B. *Anthropometric Measurements*

Pre-nursery school: Height and weight measurements at birth, 6, 12, 18, 24 months obtained from child's mother.

Nursery school: Series of anthropometric measurements made twice a year.

C. *Health History*

Pre-nursery school: Pre-natal —report from child's obstetrician.

Birth — " " " " " "

Dentition —mother's record.

Feeding — " " "

Immunizations— " " "

Allergies — " " "

Illnesses — " " "

Nursery school: Illnesses—date, duration, severity, after effects.

Colds — " " , medical attention.

D. *Health Routine*

Pre-nursery school: 24-hour record kept at 6, 12, 18, and 24 months of child's sleeping, eating, eliminating behavior.

Nursery school: 3-day-24-hour record of sleeping, eating, eliminating behavior made once a year.

II. MOTOR DEVELOPMENT

Pre-nursery school: Record of locomotion.

Nursery school: California pre-school scale of motor development—tests made once a year.

III. MENTAL DEVELOPMENT

Nursery school: Mental tests made each semester (new revision of the Stanford-Binet, Form L).

Staff members' notes on special interests or abilities, recorded when observed.

IV. SOCIAL DEVELOPMENT AND PERSONALITY

Pre-nursery school: Report of conferences with parents.

Nursery school: Report of conferences with parents.

Ratings by staff members on selected traits (made each semester). Notes on personality development and special techniques used with children in meeting problems arising in school.

V. SOCIOLOGICAL DATA

Recorded at 6 months and reviewed at 12, 18, 24 months, and at end of each semester that child is in nursery school.

INSTITUTE OF CHILD WELFARE  
NURSERY SCHOOL

P 1

Health History  
Pre-nursery School

Child's name \_\_\_\_\_

Name of physician\_\_\_\_\_

Case No. \_\_\_\_\_

Date of report \_\_\_\_\_

Dates of examination	Reasons for examination	Physical findings and diagnosis	Treatment and course of illness	Present recommendations

I hereby give my consent for the above information to be released to the Institute of Child Welfare for research purposes.

Parent's Signature \_\_\_\_\_

## P 2

Name \_\_\_\_\_ Date \_\_\_\_\_  
Case No. \_\_\_\_\_ Age in Mos. \_\_\_\_\_ Examiner \_\_\_\_\_

B. Nutrition	1	2	3	4	5	C. Posture	1	2	3	4	5
Hair:	oily		coarse		fine	Shoulders erect				1	2 3
Skin:	clear		smooth		dry rough	Scapulae winged			0	1	2 3
Mucous membrane color:		1	2	3	4 5	Abdomen relaxed			0	1	2 3
Subcutaneous tissue:			1	2	3 4 5	Lumbar curve				1	2 3 4 5
Muscle tonus: biceps			1	2	3 4 5	Knee align.	( )	II	( )	1	2 3
				recti	1 2 3 4 5	Knee align.	( )	II	( )	1	2 3
				quadriceps	1 2 3 4 5						

VI	V	IV	III	II	I	I	II	III	IV	V	VI
----	---	----	-----	----	---	---	----	-----	----	---	----

cervicals	0	1	2	3
others	0	1	2	3

**Coordination:**

Development	1	2	3	4	5
General condition	1	2	3	4	5
Handicaps:					





INSTITUTE OF CHILD WELFARE  
NURSERY SCHOOL

P 5

Health History  
Pre-nursery School

Child's name \_\_\_\_\_ Name of obstetrician \_\_\_\_\_

Case No. \_\_\_\_\_ Date of report \_\_\_\_\_

Date obstetrician first consulted: \_\_\_\_\_ Month of pregnancy \_\_\_\_\_

No. of this pregnancy: \_\_\_\_\_

Health during pregnancy: Satisfactory \_\_\_\_\_

Complications: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Birth:

Labor: presentation \_\_\_\_\_ duration \_\_\_\_\_  
character \_\_\_\_\_Delivery: Normal \_\_\_\_\_ or \_\_\_\_\_  
Instrumental \_\_\_\_\_ Caesarian \_\_\_\_\_  
Anesthetics used \_\_\_\_\_

Birth weight: \_\_\_\_\_ Length \_\_\_\_\_

Condition of child at birth: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_Condition of child during neonatal period: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_Congenital abnormalities: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_I hereby give my consent for the above information to be released to the  
Institute of Child Welfare for research purposes.

Parent's Signature \_\_\_\_\_



INSTITUTE OF CHILD WELFARE  
NURSERY SCHOOL

P 6

Developmental and Health History  
Pre-nursery School

Name of child: \_\_\_\_\_

Case No. \_\_\_\_\_

*Locomotion*

First observed at \_\_\_\_\_ months.

Type of locomotion (describe)


Walked alone across room at \_\_\_\_\_ months.

*Dentition*

Age in mo.

VI	V	IV	III	II	I	I	II	III	IV	V	VI

*Feeding* (check months):

Breast feeding only

Breast and formula

Formula only

1	2	3	4	5	6	7	8	9

*Immunizations:**Allergies:*

Age at appearance \_\_\_\_\_ Type \_\_\_\_\_




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NURSERY SCHOOL

P 8

## “Colds”

## Pre-nursery School and Nursery School Record

Name: \_\_\_\_\_

Case No. \_\_\_\_\_

Date	Duration	Maximum Temperature	Medical Attention

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NURSERY SCHOOL  
Health Routines  
Twenty-four hour record  
Pre-nursery School

P 9

Child's name \_\_\_\_\_

Case No. \_\_\_\_\_

Date \_\_\_\_\_ Age in Mo. \_\_\_\_\_

	A.M.						P.M.						A.M.					
	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12
Sleeping																		
Feeding																		
Bathing																		
Elimination																		
Had B. M. or																		
Soiled																		
Urination																		
Urinated																		
Wet clothing																		
Time outdoors																		
Sunbath with- out clothes																		
Play alone																		
Play with adult																		
Mother																		
Father																		
Other adult																		

*Day's Diet*

Time of day _____	Time of day _____	Time of day _____	Time of day _____	Time of day _____
Feeding 1	Feeding 2	Feeding 3	Feeding 4	Feeding 5
Food Amt.	Food Amt.	Food Amt.	Food Amt.	Food Amt.
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Vitamin preparations given \_\_\_\_\_ State quantity \_\_\_\_\_

Water between meals \_\_\_\_\_ cups

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NURSERY SCHOOL

P 10

## Home Record of Health Routines

Child's name \_\_\_\_\_ Date \_\_\_\_\_

Case No. \_\_\_\_\_

*Sleep*

## Night sleep

## Nap

In bed \_\_\_\_\_  
 Asleep \_\_\_\_\_  
 Awake \_\_\_\_\_  
 Up \_\_\_\_\_  
 Bed wet \_\_\_\_\_  
 Disturbed sleep \_\_\_\_\_

*Elimination*

Bowel movement Yes \_\_\_\_\_ No \_\_\_\_\_  
 Hour of day \_\_\_\_\_  
 Large \_\_\_\_\_ Small \_\_\_\_\_ Hard \_\_\_\_\_ Soft \_\_\_\_\_  
 Any abnormality of appearance or odor \_\_\_\_\_

*Bladder Control*

Toilet accidents during day Yes \_\_\_\_\_ No \_\_\_\_\_  
 Hour of day \_\_\_\_\_

*Diet*

Breakfast Lunch Supper  
 Hour of day \_\_\_\_\_ Hour of day \_\_\_\_\_ Hour of day \_\_\_\_\_  
 Time spent eating \_\_\_\_\_ Time spent eating \_\_\_\_\_ Time spent eating \_\_\_\_\_

Food	Amt.	Food	Amt.	Food	Amt.

Food between meals—Food \_\_\_\_\_  
 Amt. \_\_\_\_\_  
 Hour of day \_\_\_\_\_

## Cod-liver oil and vitamin preparations

Name of preparation \_\_\_\_\_  
 Amount \_\_\_\_\_

Water drunk during day \_\_\_\_\_ cups



INSTITUTE OF CHILD WELFARE  
NURSERY SCHOOL

S 1

Sociological Data

Name of child \_\_\_\_\_

Case No. \_\_\_\_\_

Birthplace \_\_\_\_\_

Date of recording \_\_\_\_\_

Dates of re-checking \_\_\_\_\_

*Parents*

Birthplace: Mother \_\_\_\_\_ Birthplace: \_\_\_\_\_

M. Grandmother \_\_\_\_\_

M. Grandfather \_\_\_\_\_

P. Grandmother \_\_\_\_\_

Father \_\_\_\_\_ Birthplace: \_\_\_\_\_

P. Grandfather \_\_\_\_\_

Education: Mother—High school 1 2 3 4 College 1 2 3 4 Univ. degree \_\_\_\_\_

Father —High school 1 2 3 4 College 1 2 3 4 Univ. degree \_\_\_\_\_

Occupation: Mother \_\_\_\_\_

Father \_\_\_\_\_

Religion: Mother \_\_\_\_\_ Attendance \_\_\_\_\_

Father \_\_\_\_\_ Attendance \_\_\_\_\_

Special interests: Mother \_\_\_\_\_

Father \_\_\_\_\_

## Affiliation with

organizations: Mother \_\_\_\_\_

Father \_\_\_\_\_

*Family Group**Name**Sex**Birthdates*

Siblings: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adults other than parents in home:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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NURSERY SCHOOL

S 1

Sociological Data (*Continued*)

*Home*

Address \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_ Date \_\_\_\_\_  
 \_\_\_\_\_ Date \_\_\_\_\_

## Type of dwelling:

House _____	Apartment _____	No. Rooms _____
_____	_____	_____
_____	_____	_____

*Play and play opportunities*

## Play space:

Indoors \_\_\_\_\_

Outdoors \_\_\_\_\_

## Equipment:

Indoors \_\_\_\_\_

Outdoors \_\_\_\_\_

## Playmates:

Older children: \_\_\_\_\_ How often \_\_\_\_\_

Younger children: \_\_\_\_\_ How often \_\_\_\_\_

Own age: \_\_\_\_\_ How often \_\_\_\_\_

## Play: Prefers

To play alone \_\_\_\_\_ Play preference \_\_\_\_\_

To play with children \_\_\_\_\_

To play with adults \_\_\_\_\_

## Does child have special time of day for being with:

Mother \_\_\_\_\_

Father \_\_\_\_\_

Other Adult \_\_\_\_\_

What is done at this time \_\_\_\_\_



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S 1

Sociological Data (*Continued*)

*Child Care and Training*

Persons involved	Physical care	Training in routine habits	Reads to child Answers questions	Plays with child	Disciplines child
Mother					
Father					
Relatives in home					
Maid					
Others					

*Disciplinary Methods used*

Mother

---

Father

---

Relatives in home

---

Maid

---

Others

---

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NURSERY SCHOOL

S 2

Social Training

Child's name \_\_\_\_\_

Date \_\_\_\_\_

Case No. \_\_\_\_\_

<i>Sleeping:</i>	
Sleeps in room alone or	
With whom	
Who puts child to bed	
Bed routine	
Compliant or resistive	
Treatment of resistance	
Restlessness	
Night terrors	
Treatment	
Other	
<i>Eating</i>	
Reaction to feeding situation	
With whom does child eat?	
Appetite	
Food disliked	
Methods used by adult:	
Adult assumes child's enjoyment of food	
Urging	
Coaxing	
Bribing	
Storytelling	
Punishing	

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NURSERY SCHOOL

S 2

Social Training (*Continued*)

<i>Eating:</i> (Continued)	
Others	
Which works best	
Behavior during meal	
Treatment	
<i>Elimination:</i>	
When did training start for bowel control?	
Methods used by adult:	
Child's response	
Regularity of B. M.	
When did training start for bladder control?: day	
night	
Methods used by adult:	
Put on at regular time	
Observing need	
Emotional appeal	
Reward	
Punishment	
Others	
Any difficulties at present	
<i>Tics:</i>	
Describe	
When begun	

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S 2

Social Training (*Continued*)

<i>Tics:</i> (Continued) Treatment	
Child's response	
<i>Nailbiting and/or thumb sucking</i> When begun	
When most frequent	
Treatment	
Child's response	
<i>Fears:</i> What fears	
When first observed	
Possible cause	
Method of handling: Explain	
Social example	
Removal from fear stimuli	
Repetition	
Shaming	
Reconditioning	
Child's response	
Similar fears in family mem- bers	
Is child generally anxious and fearful?	

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NURSERY SCHOOL

S 2

Social Training (*Continued*)

<i>Sex interest and instruction:</i> Child's interest in own body: Unconcerned	
Excessive interest	
Modesty	
Exhibitionist	
Interest in anatomical sex difference: Unaware	
Interest	
Excessive interest	
Curiosity about human babies: Unaware	
Interest	
Excessive interest	
Parents' attitude toward giving information: Withhold or avoid	
Simple explanation	
Undue emphasis and detail	
Additional information	
<i>Speech:</i> Five spontaneous utterances	

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Behavior Ratings

(For method of rating and description of traits, see the *California Behavior Inventory for Nursery School Children*, Herbert S. Conrad, University of California Syllabus Series, No. 244.)

1. Overt emotion is easily aroused.
2. Emotion is persistent.
3. Lacks inhibition.
4. Agreeable, good-natured.
5. Enthusiastic.
6. Reckless, carefree.
7. Free from apprehension.
8. Aroused when thwarted by inanimate objects.
9. Aroused by thwarting from children.
10. Aroused by thwarting from adults.
11. Maintains own rights.
12. Initiates play.
13. Aggressive.
14. Negativistic.
15. Bids for attention.
16. Sympathy.
17. Responsible.
18. Self-reliant.
19. Social, not solitary.
20. Popular.
21. Cooperates with group.
22. Leads others.
23. Seeks close friendships.
24. Talkative.
25. Vigorous.
26. Active.
27. High standards in work and play.
28. Concentrates.
29. Perseveres.
30. Curious.
31. Imaginative.
32. Rarely a spectator.
33. Adjusts to routine situations.
34. Motor skill.
35. Language development.
36. Reasoning.
37. General information.

UNIVERSITY OF CALIFORNIA  
INSTITUTE OF CHILD WELFARE  
Nursery School Application

Date \_\_\_\_\_

Child's name \_\_\_\_\_

Child's birthdate \_\_\_\_\_

Parents' name \_\_\_\_\_

Parents' address \_\_\_\_\_

Telephone number \_\_\_\_\_

Father's occupation \_\_\_\_\_

Mother's occupation \_\_\_\_\_

Names and birthdates of siblings \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Names of siblings who have attended the Institute of Child Welfare  
Nursery School:

\_\_\_\_\_

\_\_\_\_\_

Is residence in Bay District permanent? \_\_\_\_\_

Immunization against smallpox and diphtheria is required.

## INSTRUCTIONS FOR RECORD KEEPING

*A. Application Blank.* The application blank is mailed to new parents on request or sent with a covering letter to parents of nursery school children at the time of the birth of a new child. When the application is returned, it is acknowledged and filed in order of receipt. If the child is under twelve months of age at the time of application, a letter is sent to the parents explaining the pre-nursery school group program and asking their cooperation in the keeping of certain records. The application is filed as a part of the child's pre-nursery school record. The form letter to the parents follows:

## Letter to Parents

Mr. and Mrs. ....

Dear Mr. and Mrs. ....

We have your application blank for ....., and are happy to enroll her in our pre-nursery school group.

During the period before she is ready to enter nursery school, we are interested in having some record of her development. This record will be of value to us when she enters nursery school and may also be of interest to you.

In order that this record-keeping shall entail a minimum of effort on your part, the staff member in charge of the pre-nursery school group will make a short home visit at six-month intervals to collect the necessary information.

She will telephone to you this week for an appointment to visit you at your convenience.

Very sincerely yours,

Director of the Nursery School

*B. Introductory Home Visit.* A home visit is arranged at the convenience of the parent. At this time the parent is given a record book containing the following forms:

- (1) P. 3—Height and weight measurements.
- (2) P. 6—Developmental and health history.
- (3) P. 9—Twenty-four-hour routine record (four or more copies).
- (4) P. 8—Record of colds.
- (5) P. 7—Record of illnesses.

The parents' signatures are obtained on the record P. 5, to be sent to the obstetrician. This record, with a covering letter from the



school physician and a stamped addressed envelope, is mailed to the obstetrician and filed in the child's pre-nursery school record on its return. The form letter to the obstetrician follows:

### Letter to Obstetrician

Dear Dr. O.....,

Mr. and Mrs. .... have recently enrolled their child, C....., born 1-2-30, in the pre-nursery school group of the Institute of Child Welfare at the University of California.

In order to have as complete an understanding as possible of the development of each child enrolled, we are interested in obtaining information concerning pre-natal and birth history. This information will be kept in a closed file, used only by staff members for the purposes of research and guidance. No medical care is given during any period of the child's association with the nursery school as each child is expected to be under the supervision of his own physician.

The enclosed form indicates the type of information which we would like to obtain from you regarding this child. We should greatly appreciate your cooperation in filling in and returning this record to us.

Sincerely yours,  
Staff Physician

*C. Home Visit at Six Months.* Approximately three days before the child is six months old, the staff member telephones the parent, making an appointment for a home visit the day following the keeping of the twenty-four-hour routine record. If there is any unusual circumstance such as a cold, the mother is advised to defer keeping the record until normal conditions prevail. On the day of the visit, the staff member weighs and measures the child, and records on form P. 3; checks mother's entries on P. 6, P. 7, P. 8, and P. 9; and takes P. 9 with her to file in child's pre-nursery school record.

Record S. 2, social training, is filled out by the staff member and returned to the child's file along with descriptive notes made on return from the visit.

*D. Home Visits at 12-18-24 Months.* The same general procedure is followed as in the visit at six months. Staff member weighs and measures the child, checks mother's entries on P. 6, P. 7, P. 8, and

takes P. 9 to file in the child's pre-nursery school record. She checks through S. 2, which she brings with her.

*E. Entrance into Nursery School.* Approximately two weeks before the opening of a new semester, a double postal card is sent to parents of children whom the staff member feels are ready to enter nursery school. (Readiness is decided on basis of records and home visits. Where such information is not available, date of application and age of child and teacher's observations of child during half-hour visit in nursery school are deciding factors. This visit is arranged by telephone by teacher in charge of the younger group during the last weeks of the semester previous to the child's expected entrance.)

During the week preceding the opening of the school, the teacher of the group in which the child is to enter, has a conference with the child's mother. At this time the teacher makes a complete record on S. 1 and S. 2. Parents whose children have not been in the pre-nursery school group who have kept a "baby book" are asked to bring the book to the school, so that information which has been recorded may be entered on forms P. 3, P. 6, P. 7, and P. 8.

The teacher obtains the parents' signature on the pediatrician's record (P. 1). This form is sent with a covering letter to the pediatrician by the staff physician and filed in the child's record on its return. On the Saturday morning preceding the opening of school, parents and children make a short visit and become acquainted with the staff members and familiar with the play equipment. On the first morning, children spend a half hour with their mothers at school. Arrangements are made so that there are never more than three new children in any one half hour. Length of attendance on subsequent mornings depends on the child's adjustment. Form letter to the pediatrician follows:

### Letter to Pediatrician

Dear Dr. P.....,

A..... B..... has recently entered the Nursery School of the University of California. As a member of the research staff, I shall see A..... twice during the year to obtain anthropometric measurements and other records of growth and development. As each child is expected to be under the supervision of his own physician, no medical care is given during any period of the child's association with the nursery school.

In order to have as complete an understanding as possible of

each child's development, we are interested in obtaining from the children's pediatrician more exact information than the parents can give us. We should greatly appreciate your cooperation in completing and returning the enclosed blank. This information is kept in a closed file used only by staff members for the purposes of research and guidance.

Should you be interested in seeing any of our records concerning A. . . . ., we will be glad to make them available to you. We will also be glad to cooperate with you in any health measures you may recommend for A. . . . .

Sincerely yours,  
Staff Physician

#### *F. Records Kept during School Attendance*

##### *I. Physical Development*

*A. Medical Examination.* Made each semester by staff physician (P. 2).

Procedure: New children make a visit with a teacher and an older child to the examining room with the explanation that they are to see "a room we sometimes use upstairs."

During the visit they become acquainted with the doctor and familiar with all the equipment used during the examination. At the time of the examination, a new child is taken upstairs with an older child who has had previous experience with examinations. During the child's first examination, the emphasis is on obtaining good cooperation from the child rather than upon a complete examination.

*B. Anthropometric Measurements.* P. 3, Height and weight measurements without clothes are made once a month. P. 4, anthropometric measurements are taken twice a year.

*C. Health History.* On P. 7 and P. 8 a record is made of colds and any other illnesses which may occur. The mother makes entry on the record during the pre-nursery school period. The teacher enters it on the record during nursery school attendance.

*D. Health Routine.* A three-day twenty-four hour record (P. 10) is kept by the mother each year toward the end of the fall semester. Instructions to the mother follow:

##### *Instructions Concerning Health Routine Records*

This record is kept beginning at the time the child is put to bed at night and continuing for three consecutive twenty-four-hour

periods. Food amounts are recorded in standard cup measurements and level standard tablespoons for food actually eaten.

II. *Motor Development*. The California Pre-School Motor Development Scale is used once a year with each child.

III. *Mental Development*. Mental tests are made each semester and scores entered on I, 1. Staff members make notes on special interests and abilities, recorded when observed. An analysis of the child's test performance is recorded on I, 2.

IV. *Social Development and Personality*. Behavior ratings on traits are made independently by the head teacher and assistant teachers on S. 3 (selected items from California Behavior Inventory for Nursery School Children).

At the end of each semester, when the head teacher has a conference with each parent, she rechecks S. 2 (Social Training).

A report is filed of any conferences with parents during the semester.

Notes are made by staff members on personality development and special techniques used with children in meeting problems arising in school.

V. *Sociological Data*. During the end of the semester conferences with parents the teacher rechecks S. 1 (Sociological Data).

## EQUIPMENT AND SUPPLIES

### Addresses of Some Firms Furnishing Equipment and Supply Catalogues or Folders

The Block Shop	25 Whitney Avenue, New Haven, Connecticut
Milton Bradley Company	Springfield, Massachusetts
M. J. Chase (Chase Dolls)	24 Park Place, Pawtucket, R. I.
Educational Equipment Company	69 Bank Street, New York City
Educational Playthings, Inc.	20 East 69th Street, New York City
Fisher Price Toys, Inc.	East Aurora, Erie County, Illinois
Fox Blocks Company, Inc.	919 South Burlingame Avenue, Los Angeles, California
Clyan Hall Workshops	Corona Del Mar, California
Holgate Brothers Company	Kane, Pennsylvania
Georg Jensen, Inc. (Boysen Toys)	667 Fifth Avenue, New York City
Arnold and Johnson	963 Lexington Avenue, New York City
Louden Playground Equipment	J. E. Porter Corporation, Ottawa, Illinois
Occupational Therapy	Workshop of St. Louis 4567 Scott Street St. Louis, Missouri
The Playroom	816 Madison Avenue at 68th Street New York City
F. A. O. Schwarz	745 Fifth Avenue and 58th Street New York City
The Willis Music Company	137 West Fourth Street, Cincinnati, Ohio

## BOOK LIST FOR CHILDREN TWO TO FIVE YEARS

While the books listed are all tested favorites, any book list represents a personal selection. Readers may find books not listed which they prefer to some of those included in this list.

Books whose content and presentation seemed more suited to four than two and three year olds are marked with an asterisk (\*).

### Stories

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
*Ardizzone, E.	Tim and Lucy Go to Sea	The Oxford University Press
*Ardizzone, E.	Little Tim and the Brave Sea Captain	The Oxford University Press
Bannerman, H.	The Story of Little Black Sambo	F. A. Stokes Co.
*Beim, J. and L.	The Burro That Had a Name	Harcourt, Brace and Co.
*Bemelmans, L.	Madeline	Simon and Schuster, Inc.
Beskow, E.	Pelle's New Suit (trans. by Woodburn)	The Whitman Publishing Co.
Brann, E.	Bobbie and Donnie Were Twins	The Macmillan Co.
Bryan, D. and M.	There Was Tommie	Dodd, Mead and Co.
*Clark, M.	The Poppy Seed Cakes	Doubleday, Doran and Co.
*d'Ardan, I. and E. P.	Children of the North Lights	The Macmillan Co.
Daugherty, J.	Andy and the Lion	Viking Press
Evers, H. and A.	The Copy Kitten	Rand McNally and Co.
Evers, H. and A.	The Plump Pig	Rand McNally and Co.
Flack, M.	Ask Mr. Bear	The Macmillan Co.
Flack, M.	Angus and the Cat	Doubleday, Doran and Co.
Flack, M.	Tim Tadpole and the Great Bullfrog	Doubleday, Doran and Co.
Flack, M., and K. Weise	The Story about Ping	Viking Press
*Gag, W.	Millions of Cats	Coward-McCann
Gay, Z.	Sakimura	Viking Press
Gay, R.	Cinder	Grosset and Dunlap
Gay, R.	The Tale of Corally Crothers	Viking Press
Hader, B. and E.	Whiffy McMann	Oxford University Press
*Hogan, I.	Nicodemus and the Houn' Dog	E. P. Dutton and Co.
Hurd, C.	The Race	Random House
*Leaf, M., and L. Bemelmans	Noodles (Stokes Edition)	Viking Press
*Leaf, M., and R. Lawson	The Story of Ferdinand	Viking Press
Lenski, L.	The Little Train	Oxford University Press
Lenski, L.	Little Baby Ann	Oxford University Press
Lenski, L.	The Little Auto	Oxford University Press
Lenski, L.	The Little Family	Oxford University Press
Lenski, L.	The Little Engine That Could	Platt and Munk Co.

<i>Author</i>	<i>Title</i>	<i>Publisher</i>
*Lindman, M.	Snipp, Snapp, Snurr, and the Gingerbread	The Whitman Publishing Co.
Lindman, M.	Snipp, Snapp, Snurr, and the Red Shoes	Albert Whitman and Co.
Potter, B.	The Tale of Peter Rabbit	Frederick Warne and Co.
*Potter, B.	The Tale of Mr. Jeremy Fisher	Frederick Warne and Co.
Reid, L.	Miss Carlotta	The Oxford University Press
Sewall, H.	Peggy and the Pony	The Oxford University Press
Stein, G.	The World Is Round	William R. Scott
Wells, H. G.	Adventures of Tommy	F. A. Stokes Co.
Williamson, H.	Lion Cub	Doubleday, Doran and Co.
*Young, E.	The Tale of Lai	Oxford University Press

### Informational Books

The following series contain pictures and simple accurate information on airplanes, boats, trains, automobiles, the fireman, postman, milkman, groceryman, farmer, builder, etc.:

DANSON, L., *Dogs As I See Them*, Grosset and Dunlap

DUNCAN, P., *Let's Go Outdoors*, Doubleday, Doran and Co.

KUII, CHARLOTTE, *The Happy Hour Series*, The Macmillan Co.

LILIENTHAL, S., *Sails, Wheels, and Wings, a Picture Story of Transportation*, Grosset and Dunlap

\*MILLER, J., *Dean and Dan at the Dairy*, Houghton Mifflin Co.

Picture books for children of two or over, Samuel Gabriel Sons and Co.

Picture scripts sponsored by Teachers College, Columbia University, Grosset and Dunlap

PRYOR AND PRYOR, *Everyday Book Series*, E. P. Dutton and Co.

READ, HELEN, *Social Science Readers*, Charles Scribner's Sons.

Collections of pictures of farmyard animals, wild animals, fish, birds, dogs, trees, insects, are valuable in so far as the pictures are accurate and pleasing representations of the originals. These may be had at a wide price range, or made at home by pasting pictures in scrap books.

### Verse

ALDIS, D., *Everything and Anything*, Minton, Balch and Co.

ALDIS, D., *Here, There, and Everywhere*, Minton, Balch and Co.

BARROWS, Y., *One Hundred Best Poems*, The Whitman Publishing Co.

MARE, WALTER DE LA, *A Child's Day*, The Frederick A. Stokes Co.

MILNE, A. A., *Christopher Robin Verses*, E. P. Dutton and Co.

MILNE, A. A., *Now We Are Six*, E. P. Dutton and Co.

MILNE, A. A., *When We Were Very Young*, E. P. Dutton and Co.

ROSSETTI, CHRISTINA, *Sing Song*, The Macmillan Co.

- STEVENSON, R. L., *A Child's Garden of Verses*, illustrated by Jessie Wilcox Smith, Charles Scribner's Sons.  
 MOORE, C. C., *The Night Before Christmas*, illustrated by Jessie Wilcox Smith, Houghton Mifflin Co.  
 TIPPETT, JAMES S., *I Live in a City*, Harper and Brothers.

### Nonense

- BELLOC, H., *The Bad Child's Book of Beasts, with More Beasts for Worse Children and Cautionary Tales*, Frederick Warne and Co.  
 BROOKE, L., *Johnny Crow's Garden*, Frederick Warne and Co.  
 BROOKE, L., *Johnny Crow's New Garden*, Frederick Warne and Co.  
 BROOKE, L., *Johnny Crow's Party*, Frederick Warne and Co.  
 JAMIESON, J. C., *Red Fox Rhymes*, E. P. Dutton and Co.  
 LEAR, E., *Nonsense Alphabet*, Rand McNally and Co.

### Anthologies

- ASSOCIATION FOR CHILDHOOD EDUCATION, *Told Under the Blue Umbrella*, The Macmillan Co.  
 ASSOCIATION FOR CHILDHOOD EDUCATION AND THE INTERNATIONAL KINDERGARTEN ASSOCIATION, *Told Under the Green Umbrella*, The Macmillan Co.

### Picture Books

- CALDECOTT, R., *Picture Book Series No. 1*, Frederick Warne and Co.  
 CALDECOTT, R., *Picture Book Series No. 2*, Frederick Warne and Co.  
 GAG, W., *A.B.C. Bunny*, Coward McCann.  
 MARTIN, M. S., *The First Picture Book*, Harcourt, Brace and Co.  
 GREENAWAY, K., *A — Apple Pie*, Frederick Warne and Co.

### Song Books

- COLEMAN S., and A. G. THORN, *Singing Time*, The John Day Co.  
 COLEMAN, S., and A. G. THORN, *Another Singing Time*, The John Day Co.  
 COLEMAN, S., and A. G. THORN, *The Little Singing Time*, The John Day Co.  
 MACGARTENEY, I. P., *Songs for the Nursery School*, The Willis Music Co.  
 MOFFATT, A., *Little Songs of Long Ago*, David McKay Co.  
*Our Old Nursery Rhymes*, illustrated by Willebuck LeNair, David McKay Co.  
 SHAW, E., *Songs to Sing*, Simcoe Publishing Co.  
 SURETTE, THOMAS W., *Songs from Many Lands. Childhood, The Beginning Years and Beyond*, Vol. V. Association for Childhood Education, Houghton Mifflin Co.



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